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ABSTRACT

The 80-page handbook contains information activities, and resources for educators, students and communities, focusing on a model workshop based on experiences with over 300 workshops on sex equality in education throughout the U.S. Workshop information is practical and includes the problem as well as coping techniques for counselors with specific examples of workshop procedures and resources. Pertinent U.S. laws are appended and discussed in a question-answer format. (SBP)

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A Handbook for Workshops on Sex Equality in Education

Information Activities Resources for ▪ Educators ▪ Students ▪ The Community

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Title IX of the Education Amendments of 1972, Public Law 92-318

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Use This Handbook

The purpose of this handbook is to share with others the experience gained by the Sex Equality in Guidance Opportunities (SEGO) Project staff through designing, organizing and running over 300 workshops on sex equality in education in every state and the District of Columbia. Information, resources, models and activities are presented so that you who are reading this report will have the tools and framework for conducting a similar workshop in your own locale.

Many of you may not be conducting a workshop but will be educating and counseling individuals. Careful reading of this material should help you in your continuing efforts to do a better job of working with students in ways that are free of sex bias.

This is a handbook that presents a model workshop for those with limited resources, an outline for those who can enlist additional help and backup information and resources for all concerned with sex equality in education. Add your comments and notes so that your understanding of the issues and workshop structure is sufficient for you to conduct a successful workshop on sex equality in education.

SEX EQUALITY IN GUIDANCE OPPORTUNITIES PROJECT

Mary Ellen Verheyden-Hilliard, *Director*
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AMERICAN
PERSONNEL &
GUIDANCE ASSOCIATION

This work was developed under a contract from the Department of Health, Education and Welfare, Office of Education, Women's Program Staff. However, the content does not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

A Handbook for Workshops on Sex Equality in Education

Information Activities Resources for ▪ Educators ▪ Students ▪ The Community

written by Mary Ellen Verheyden-Hilliard

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Finally, recognition, underscored with deep appreciation for their efforts and accomplishments, is extended to the 51 State Trainers of the SEGO Project (listed by state on the inside back cover) who were willing to stand on the cutting edge of this nationally coordinated effort to bring technical assistance on sex equality to educators in every state.

SEGO WORKSHOP SITES

The following is a list of cities in every state and the District of Columbia where SEGO workshops were held.

ALABAMA
- Dothan
- *Birmingham (2)
- Auburn
- Huntsville
- Tuscaloosa
- Montgomery

ALASKA
- Anchorage (2)
- Fairbanks
- Juneau

ARIZONA
- Tuscon
- Phoenix
- Yuma
- Prescott
- Bisbee-Douglas
- *Scottsdale (2)

ARKANSAS
- Russellville
- Magnolia
- Jonesboro
- Fort Smith
- *Mountain View
- Little Rock

CALIFORNIA
- *Los Angeles (3)
- Whittier
- Bakersfield
- San Diego
- Encinitas
- Sacramento
- Sunnyvale

COLORADO
- Grand Junction
- *Denver (3)
- Colorado Springs
- Greeley
- Durango

CONNECTICUT
- *New Haven (2)
- Bridgeport
- Hartford
- New London
- Bridgewater

DELAWARE
- *Dover

FLORIDA
- Tallahassee (2)
- Tampa
- *Jacksonville (2)
- Ft. Meyers

GEORGIA
- Gainesville
- Atlanta (3)
- Columbus
- Douglas
- Rome
- *Macon

HAWAII
- *Honolulu (3)
- Oahu
- Hilo
- Kaneohe

IDAHO
- Idaho Falls
- Pocatello (2)
- Twin Falls
- Boise
- Moscow (2)
- Coeur d'Alene
- *Burley

ILLINOIS
- Dixon
- *Chicago (2)
- Glen Ellyn
- Champagne
- Marion
- Springfield

INDIANA
- *Indianapolis (3)
- Gary
- Fort Wayne
- Evansville
- South Bend

IOWA
- Decorah
- Cedar Rapids
- Red Oak
- *Des Moines (3)
- Fort Dodge

KANSAS
- *Topeka (2)
- Winfield
- Shawanee Mission
- Chanute
- Colby
- Wichita

KENTUCKY
- Murray
- Bowling Green
- *Louisville (2)
- Morehead
- Lexington
- Frankfort

LOUISIANA
- Thibodaux
- New Orleans (2)
- Baton Rouge (3)

MAINE
- *Bangor (2)
- Augusta
- Fort Kent
- Portland

MARYLAND
- *Rockville (2)
- La Plata
- Catonsville
- Denton
- College Park
- Millersville

MASSACHUSETTS
- Framington
- Brockton
- North Adams
- Cambridge
- Andover
- *Boston
- Acton

MICHIGAN
- Mount Clemens
- Detroit
- Lansing
- East Lansing
- Adrian
- Alpena

MINNESOTA
- St. Paul
- Mankato
- St. Cloud
- New Hope
- *Duluth

MISSISSIPPI
- Starkville
- *Jackson (2)
- Cleveland
- Hattiesburg
- Biloxi

MISSOURI
- Kansas City
- Springfield
- Columbia
- Poplar Bluff
- *Lake of the Ozarks
- Jefferson City
- St. Louis

* One presentation at State PGA Conventions.

MONTANA
Bozeman
Missoula (2)
Billings
*Great Falls
Helena

NEBRASKA
Chadron
Kearney
Omaha
Lincoln
Wayne

NEVADA
Las Vegas
Carson City
Reno
*Stateline

NEW HAMPSHIRE
Dover
Laconia
*Nashua (2)
Claremont
Concord

NEW JERSEY
Glassboro
Allendale
Trenton (2)
Union
Edison

NEW MEXICO
*Los Cruces
Santa Fe

NEW YORK
Canton
Albany (2)
New York City
*Rochester
Buffalo
Hamilton
Hempstead, L.I.
Syracuse
Brockport

NORTH CAROLINA
Gastonia
*Raleigh (2)
Taylorsville
Fayetteville
Charlotte

NORTH DAKOTA
Bismark
Minot
*Fargo (2)
Wahpeton
Grand Forks

OHIO
Cincinnati
Kent
*Columbus (2)
Cleveland
Dayton (2)
Bowling Green

OKLAHOMA
Oklahoma City
Tonkawa
Ada
Muskogee
*Tulsa (2)
Norman

OREGON
Portland
Eugene
Salem (2)
Bend
Medford

PENNSYLVANIA
Scranton
Philadelphia
West Chester
Allegheny County
Pittsburgh
*Hershey
Berwyn

RHODE ISLAND
Cranston/Warwick
Smithfield
Bristol
Providence/East
Providence
Kingston

SOUTH CAROLINA
Spartanburg
Greenville
*Columbia (3)
Florence
Charleston

SOUTH DAKOTA
Rapid City
Aberdeen
Brookings
Sioux Falls
*Pierre (2)

TENNESSEE
Knoxville (2)
Johnson City
Cleveland
*Nashville (2)
Martin

TEXAS
Amarillo
Austin (2)
San Antonio
Midland
Edinburg
Houston
Richardson
Kilgore

UTAH
*Salt Lake City (3)
Logan
Provo
Cedar City
Price

VERMONT
Springfield (2)
Waterbury (2)
Randolph
*Stratton Mountain

VIRGINIA
Manassas
Hampton
Lynchburg
Radford
*Williamsburg
Richmond
Chester

WASHINGTON
Issaquah
Ellensburg
Edmonds
Longview
Wentachee
Spokane
Seattle

WEST VIRGINIA
Keyser
Concord
Huntington
Wheeling
*Ripley

WISCONSIN
Wausau
Madison (3)
Milwaukee
Menomonie
Waukesha

WYOMING
Cheyenne (2)
Laramie
*Casper

DISTRICT OF COLUMBIA
Penn Branch Pupil Personnel Center
Kalorama Pupil Personnel Center
Brookland Elementary School
Phyliss Wheatley Center
D.C. Children's Center
Rockville, Md.
*University of Maryland

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The SEGO Project: The Ripple Effect

Background

The Sex Equality in Guidance Opportunities Project is a program of national scope funded by the United States Office of Education to provide technical assistance through workshops and products to educators in every state to help them eliminate sex role stereotyping in their schools. It is the first nationally coordinated effort to train and place in every state a trainer skilled in the issues of sex equality and ready to help the local practitioner. Over 320 workshops were held under the Project's direction and funding during 1975.

The activities of the Sex Equaiity in Guidance Opportunities (SEGO) Project are carried out under a 19-month contract from the U.S. Office of Education to the American Personnel and Guidance Association from June 30, 1974 to January 31, 1976.

Goals

The goals of the Project are to help the counselors, teachers and administrators who are the participants in the SEGO workshops to:

- become aware of the need to rid guidance programs of sex role stereotyping;
- broaden and deepen awareness of and sensitivity to the myths and stereotyping that support sex bias and sex discrimination;
- recognize the double discrimination affecting minority girls and women;
- recognize the need for attitudinal and behavioral change in one's own sex role stereotyping; and
- develop a commitment to encourage a similar change in others.

The Project moved toward its goals with a nationally coordinated thrust involving:

1. *Project Headquarters Staff*

   The national office of the SEGO Project was established at the American Personnel and Guidance Association in Washington, D.C. The Project office coordinated and monitored the activities of the SEGO Project nationally and supervised the development of the technical assistance products produced by the Project. The office served as a clearing house for the State Trainers and as a resource organization for all concerned with sex equality in education.

2. *State Trainers*

   Through nominations from American Personnel and Guidance Association state and divisional structure as well as suggestions from other educational agencies and organizations, one person from each state and the District of Columbia was selected as State Trainer for the SEGO Project. These individuals received intensive training in sex fair educational practices during a four-day training workshop in Washington, D.C. They then returned to their states where they conduct workshops and serve as resource persons on sex equality in education.

3. *Local Workshops Program*

Using the Project's format and funding, each trainer held an average of six day-long workshops in her or his state during the school year and made an additional presentation at state conferences of the State Personnel and Guidance Association. Nearly 7,000 educators participated in the SEGO workshops during 1975. Participants included both women and men who were counselors, teachers and administrators. They came from populations in every region and state, both urban and rural, and included persons from diverse ethnic and cultural groups.

4. *Technical Assistance Products*

A Chance to Choose, a 15 minute filmstrip which discusses sex fair guidance practices and materials, produced specifically for use in all SEGO workshops.

A Media Kit containing 100 pieces of print material compiled for display and discussion at every SEGO workshop.

Resources for Counselors, Teachers and Administrators, an annotated booklet of resources on sex equality. Two editions have been published and disseminated to approximately 28,000 persons, including the participants of SEGO workshops.

Handbook for Workshops on Sex Equality in Education. This handbook provides information, resources and activities to help educators, community leaders and students organize and run workshops on sex equality. The handbook will be disseminated to 75,000 persons.

Conclusion

A movement toward change and a commitment to undertake change were visible in all the SEGO workshops. The changes that can happen were exemplified by a counselor in Tonkawa, Oklahoma who said, as the SEGO workshop began, that he didn't know why he was there because there was no sex discrimination in his school. At 3:00 p.m. when the total group reconvened for the final wrap-up, the same man said, "It scares me to think I almost didn't come. There is so much that needs to be done."

This handbook is offered, like the SEGO workshops, to help illuminate the issue of sex equality and to encourage everyone to undertake the "so much that needs to be done" to identify and eliminate sex role stereotyping and sex discrimination in their own school settings.

The Sex Equality in Guidance Opportunities Project is organized to have a ripple effect. This handbook is a tool designed to help you keep the ripple moving out, touching the lives of more and more students and freeing them —the girls and the boys—to be all they can be.

Mary Ellen Verheyden-Hilliard
Project Director

The Why Of A Workshop

A workshop on sex equality in education provides a place where counselors, teachers and administrators can begin to understand the serious long-range results of sex role stereotyping which limit not only the educational and career choices of their students but ultimately the students' entire lives. The stereotyping can be exemplified in the myth of Cinderella and her Prince:

> A young woman will only need to work for a little while—until Prince Charming sweeps her off her feet. She will never have to work or want to work again. She and Prince Charming will live happily ever after until they are both 100 years old at which time they will both die on the same day.[1]

That is the myth. The statistical reality is:

- 54 percent of all American women between the ages of 18 and 64 are in the labor force; [2]
- forty percent of the total American work force are women;[3]
- even if a woman is married she can expect to work for an average of 25 years (45 years if she is single); [4]
- even if she has children, she can expect to work. Thirteen million women in the labor force are women with children; [5]
- even with pre-school children, 4.8 million women work; [6]
- one out of ten of all women in the labor force are presently heads of families and one out of five minority women are heads of families; [7]
- the divorce rate is up 109 percent since 1962 and rising; [8]
- fathers by and large contribute less than half the support of children in divided families and enforcement of payment is nearly non-existent; [9]
- the median income of a fully employed woman with a college degree is less than that of a fully employed man with an eighth grade education; [10]
- the longevity rate of women has increased 20.6 years in the last 50 years while the men's rate has increased only 13.8 years; [11]
- men outnumber women in admissions to mental institutions two to one and have twice as many ulcers; [12] and
- more than two thirds of the poor over age 65 are women.[13]

These are persuasive statistics. Educators should be aware of them because the numbers are so large that we cannot know *which* of our students will *not* be affected.

Because we cannot guarantee the future of any particular student, it is critical to develop a sex fair educational program which, 1) will encourage serious long-range educational and career planning for girls and young women as independent rather than dependent persons, and 2) will alleviate the pressure and stress experienced by boys and young men because of unrealistic stereotyped expectations and demands which contribute to their high rate of mental and physical illness.

Ingrained attitudes and stereotypes, as well as a genuine unawareness of the damage that is being done to the student locked in a traditional mold,

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[1] All notes are at the end.

may not fall away at the drop of a statistic. However, workshops can offer an opportunity to check one's own sex role attitudes and expectations from a different perspective. Workshops provide new information and an opportunity to interact in small and large group activities and discussions on the issues raised by the workshop.

Under the umbrella of the workshop sanction, participants are offered the freedom to contemplate change and the support to move toward it. The following outline, based on the SEGO format tells how to create an atmosphere where change can begin to take place.

The How of A Workshop

The time frame is offered as a planning guide only. The wide margins allow space for your notes. It is your handbook for your workshop.

Workshop Outline

8:30 A.M.	*Registration and Gathering Time*
9:00	*Welcome*
9:05	*Opening Activity*
9:20	*Overview of Sex Equality in Education*
9:45	*Group Activity*
10:00	*Media Presentation*
10:30	*Break*
10:45	*Title IX*
11:15	*Group activity*
11:30	*Display of Print Material*
12:00 P.M.	*Lunch*
1:00	*Short Media Presentation or a Time for Questions*
1:30	*Strategies for Change*
2:30	*Closing Remarks*
2:50	*Evaluation Sheets*

Technical Information

The Expanded Outline which follows details topics to be covered during the workshop time frame suggested above. The plan is designed to permit a single individual to run a workshop without benefit of major speakers or significant outlay of funds. It is a guide that can be adapted to the needs of your group.

Following the Expanded Outline you will find technical information designed to enable you to both organize and lead a workshop on sex equality in education. Included is:

- a section on the role of the workshop leader;
- information you can use to help you make a presentation on sex equality and answer related questions;
- detailed information on suggested group activities;
- a resource list for use in the workshop including print, audio visuals, organizations and agencies; and
- a logistics guide for organizing a workshop.

Expanded Outline

Substantive discussion of each segment of the Outline may be found in "Workshop Leader's Backup Information," "Workshop Leader's Tools," and "The Why of a Workshop."

Time Frame	*Topic Sequence*
8:30 a.m. ***Registration and Gathering Time***	Participants should fill out name tags with school or agency affiliations. On a central registration sheet at the door write names, affiliations and mailing addresses. Try to have everything ready so that at 8:30 you are free to circulate and talk. This will help you get some perspective on the attitudes of your group before the workshop begins.
9:00 ***Welcome*** by the Workshop Leader	Give a very brief outline of the day's plans. At this workshop participants will: • participate in a "working" workshop because you know they want their time to be well spent • gather information and ideas for sex equality in education • engage in some activities to point up these ideas • view a film (or whatever media you have planned) • have a one-hour lunch period • develop their own strategies for change • begin right away with an activity.
9:05 ***Opening Activity***	Break up into small groups of no more than four or five for small group activities (see page 19). Be sure that women and men are in each group. Encourage people to form groups with those they don't already know. Use the count-off method if necessary and then regroup with all ones, twos, etc. Circulate among the groups while they are working. Listen unobtrusively and do not get involved with the group's plans or in answering involved questions. You want their thinking at this point, not yours. You may pick up material (misinformation, stereotypes, etc.) to which you will wish to respond in your own presentation without, of course, identifying anyone in the group. Each small group report back with their ideas and information.
9:20 ***Overview of Sex Equality in Education*** by Workshop Leader	You will now know something about the attitudes and level of the group. Make your first informational presentation using the backup material in the workbook (page 9): • Review the statistical reality which indicates the need for a fresh look at our long-range projections for our students. (page 3) • Emphasize legal requirements for sex equality in educational institutions based on Title IX of the Education Amendments of 1972. (Appendix B). Indicate that you will give more details on Title IX later in the day. • Point out the double discrimination which affects women and girls of cultural and ethnic minorities citing some of the statistical information. (page 12)

- Highlight significant areas where school systems can expand or constrict the aspirations and expectations of students through:
  —different treatment and expectations for girls and boys (page 9)
  —curricular materials (page 14)
  —counseling and guidance activities and materials (page 14)
  —sports activities. (page 15)

  Allow time for questions and discussion.

9:45
Group Activity

Try to be flexible enough to be responsive to the group. This will become easier as you gain more experience. Now may be the time for a complicated activity involving small groups, or a large group activity such as listing adjectives traditionally associated with males or females. Your choice also may be dependent on time factors.

If the previous discussion and question period was of some length, you may need to do a short activity or eliminate it altogether. (page 72)

10:00
Media Presentation

Everything should be ready, requiring only that the equipment be rolled into position and turned on.

Allow time for discussion of the presentation. (page 20)

10:30
Break
10:45
Title IX

You don't have to claim to be an expert on the law. Explain that you are highlighting Title IX.

If you have sent away for free copies of the law—Title IX and its implementing Regulation—you can pass them out and, using your own already marked copy, take the group through the Regulation highlighting some areas.

This procedure makes the law real by making it specific. It becomes something each person can read and understand.

Depending on the composition of your group, different areas may be emphasized. General highlights:

- No sex discriminatory classes or sex discriminatory requirements —such as shop or home economics.
- No sex discriminatory work-study programs.
- No sex biased counseling or counseling materials.
- Integrated physical education classes.
- Equal opportunity in sports.

Questions and discussion.

For those who would like additional information on the law, you can offer the address of the Department of Health, Education, and Welfare, Office for Civil Rights, Washington, D.C. and the addresses of the ten regional offices (Appendix C). These offices will provide more detailed explanation.

11:15
Group Activity

Selection depends on the needs of the group and time factor.

11:30
Display of Print Material

If you have set up a display table of materials, take the time to go over it and highlight one selection from different areas: counseling, curriculum, statistics, etc.

It helps to hold up a book or a pamphlet, state its title, tell what it covers, perhaps show an example: a Women's Bureau pamphlet on statistics can be identified and one or two important statistics cited.

Give participants time to browse through the material and suggest they continue to do so during lunch.

12:00 p.m.
Lunch
Hold on-site if at all possible.

It is preferable to eat on-site for two reasons:

1. Persons don't get delayed at restaurants thereby holding up or missing part of the afternoon session.
2. More importantly, staying together informally, perhaps with a brown bag lunch, allows participants to talk to each other and to the leader and generally process the information delivered in the morning.

1:00
Short Media Presentation or A Time for Questions

Ask the participants if they have any questions they would like to raise as a result of the morning's work. By now, participants should feel more comfortable with each other and some questions which they were not ready to share in the morning may now be offered for discussion.

1:30
Strategies for Change

Talk about the need to use and to pass along the information and ideas they have gained during the day. (page 20) Break into small groups and begin to develop change strategies. Assign "Career Awareness Night" to some groups and have others work on "My Colleagues." (page 77) Share problems and solutions with the total group.

2:30
Closing Remarks

Do "The Buck Stops Here" and discuss in small and large groups. Summarize:

- expanding and changing roles of girls and boys, men and women;
- the need to look freshly at old stereotypes; and
- Title IX and other related laws which make sex discrimination in schools illegal.

If you can provide the service, ask the group if they would like the registration list duplicated and sent to each member so that they can be resources for each other. If you cannot do this, perhaps someone else in the group will take on the job.

2:50
Evaluation Sheets

If you are using an evaluation sheet, ask participants to fill it out now.

Many individuals are uncomfortable about handing in an evaluation sheet if they think the leader will know whose it is. We recommend unsigned comment forms. Ask them to leave it in a suitable place—perhaps a chair near the front of the room rather than hand it to you.

After the Workshop Is Over

Many persons with one last question will want to speak to you at the end of the day. Be sure your schedule does not require you to leave before you respond to these individuals. This time may provide the extra impetus for some participants to finally decide on a commitment to change.

Workshop Leader's Roles

Workshop: brief intensive educational program for a relatively small group of people in a given field that emphasizes participation in problem-solving efforts. (Webster's New Collegiate Dictionary, 1974)

The workshop leader's initial role may be to make a formal presentation of information and concepts. The workshop leader's on-going role will be to offer a variety of experiences to the participants and to facilitate the discussion which arises as a result of a presentation or an activity.* The role of presenter should shift to the role of group facilitator answering appropriate questions, encouraging the group to search for its own solutions and keeping the group moving forward.

Leadership Goals

- To maintain an atmosphere supporting and welcoming change so that participants can feel comfortable looking freshly at the issue of sex equality and trying a new direction.
- To instill in the participants a postive attitude and commitment to this change as well as a desire to transfer this frame of mind to others.

Leadership Strategies

The SEGO experience is that at workshops on sex equality the opinions of participants will cover a broad spectrum and these opinions are often expressed with strong conviction either for or against implementing educational equality between the sexes.

Leadership strategies that deal with these diversities while keeping the group moving forward include:

- Being prepared with statistical and research information which brings new insights to bear on the old stereotypes.
- Continuing to point out that the requirement for sex equality is no longer a matter of opinion. It is a matter of law.
- Allowing those who wish to take an advanced position to make their contribution to the group.
- Allowing those who have positive feelings to help with their colleagues who are in disagreement. This can be very supportive of your presentation and remove you from the "lone advocate" position. Further, it offers support to the person who is trying to move in a positive direction.

> The reason a clearly led discussion is superior to one not so guided was shown to be due primarily to the fact that the leader permitted minority opinions to exert a constructive influence. Ordinarily persons who change opinions are influenced by social pressure that is exerted by the majority view. . . . In protecting a minority opinion from the social pressure of the majority the leader allows the minority to have enough influence to make a possible contribution to the quality of the group's thinking.[14]

*Excellent workshops are conducted by a workshop leader without additional speakers or panelists. However, a resource person for a specific topic such as the double discrimination of minority girls and women, a discussion on the law, or a panel of persons in non-traditional jobs can enhance the program.

Workshop Leader's Backup Information

It is the SEGO experience that participants will raise many issues during the course of the workshop and when they do, it is critical that the workshop leader be able to respond positively with information that illuminates the point in question. Of course, if you are asked for statistics which you do not have or suggestions beyond the scope of your information, it is always helpful to volunteer to seek out the information and get back to the questioner at a later date.

The following areas are ones we find to be of interest to participants and useful for discussion:

- Differential Socialization of Boys and Girls
- Double Discrimination Against Minority Girls and Women
- Sex Role Stereotyping in Curricular Materials
- Counseling Materials which are Sex Fair
- Athletics in an Educational Setting
- Semantics
- Title IX of the Education Amendments of 1972

Studying the material that follows will help the workshop leader make a direct presentation as well as answer questions and contribute to the discussion periods. Review should also be made of the statistical information in the section "The Why of a Workshop."

GIRLS AND BOYS ARE SOCIALIZED DIFFERENTLY

The Problem

Sex role stereotyping of girls and boys begins early. While recognizing that school is not the only institution involved in the sex role stereotyping of children, educators *can* look at the educational institutions in which they have some influence to see what they can remedy. Socialization to the traditional sex roles begins by kindergarten at the latest.

Here are some activities to look at for a start:

- Who drives the toy trucks and plays architect with the building blocks?
- Who is in the doll corner ironing?
- Who carries in the milk cartons for lunch?
- Who stays in the classroom and passes the straws?
- Who helps with the audio visual equipment?
- Who bakes the brownies for the class bake sale?
- Who gets to cheer?
- Who gets to *be* cheered?
- Who could encourage the students to work together and try out the multiple roles for which they all need to prepare?

Research indicates that by the time girls are in the fourth grade most have limited the range of their lifelong aspirations to the

". . . because young girls have already learned to limit their horizons to home and family, the guidance counselor must be prepared to act as a social change agent." [16]

traditional roles of nurse, teacher, secretary and mother.[15] Educators can help expand the range of options through supplemental curricular materials, by providing alternative role models through school visits or field trips, and through student discussion and the counseling process.

It is very important to be aware of methods which make it appear that gender requires children to be separated in curricular or extracurricular activities. Some of the pitfalls are:

- assigning certain tasks on the basis of sex;
- playing competitive games on the basis of boys against girls;
- assigning pairs of boys and pairs of girls to work at projects rather than just random pairs of children;
- lining up by same sex groupings;
- threatening one sex or the other with the punishment of having to "go sit with the girls (boys)"; and
- even saying, "Good morning, boys and girls." Why not, "Good morning, children."?

Consider how it would sound and how it might make the children feel if games, lining-up arrangements or punishments were on the basis of minority group membership "against" majority group membership.

For the same reasons, unnecessarily differentiating activities on the basis of sex can be divisive. Rather than moving toward cooperative effort in work and personal relationships, the groundwork may have been laid for dividing the boys and the girls into the enemy camps long identified with the "battle of the sexes."

Positive Steps

" 'Sexism' is as virulent a disease as racism; the daily struggle of meeting the stereotyped image of 'masculinity' can well be claimed for the fact that men develop more ulcers than women and die at a younger age." [17]

To break free of the traditional sex role stereotypes a boy needs to know that he does not have to be stronger and braver and better than any girl or risk losing his sexual identity, and a girl needs to know that she does not have to be, or pretend to be, more delicate, timid and dependent than any boy in order to be a "real" girl. Educators can create an environment in which girls and boys, young women and young men, all develop their individual physical and intellectual strengths, share leadership roles and work as partners in curricular and extracurricular activities.

Students are generally unaware of legal requirements which outlaw sex-based requirements in hiring or which forbid refusing to hire women when they have or expect to have children. The "Guidelines on Discrimination Because of Sex" from the Equal Employment Opportunity Commission (Appendix D) can provide background information for leading a discussion on careers. Questions which can be raised with students are:

- What careers are totally inappropriate for girls or boys? Why?
- Is it illegal to limit certain jobs to one sex or another?
- Does she expect someone else will take financial responsibility for her throughout her life? Does he expect to have that total responsibility? Why?

- Who takes care of the children if both partners are developing serious long-range careers?
- What do the Equal Employment Opportunity Commission Guidelines (Appendix D) say about sex-based requirements for hiring and sex-based policies relating to marital and parental status?
- How do partners come to joint and equitable decisions about career moves to further the career of either member of the relationship?
- How do the students feel about having girls on a mixed sex team or as captains of mixed sex teams? Why?
- Is it all right for a boy to be class secretary and a girl to be class president? Why?
- Have the students ever met, read about or observed dual career families where family and financial responsibilities are shared?

Presently schools generally stress the future homemaking responsibilities of girls and the future career responsibilities of boys. To eliminate sex role stereotyping and bring balance to the life preparation of girls and boys, options need to be expanded.

Encouraging a girl to make serious, long-range educational and career plans which are independent of possible future marital and parental roles is a way of expanding her options.

Encouraging a boy to prepare to participate equitably in home responsibilities and to consider the implications of a dual career family on his own educational and career planning will expand his options.

Educators can examine their own feelings by discussing their responses to the following situations:

- at seven years she says she intends to be President;
- at ten she wants to try out for the school's soccer team;
- at 12 she wants to be an engineer;
- at 14 she wants to take shop class;
- at 15 she is asking about union apprenticeships;
- at 16 she wants to go to MIT and plans to be president of General Motors; and
- at 17 she says she has decided to go to business school so she can get a job right away and work and save money so she can get married because that is what her boyfriend wants.

What are your responses to her? What resources do you point out? What courses do you suggest? Read it again and use "he" as the reference. Does that change your feelings and your responses?

> Women enter with a handicap which a "null" academic environment does nothing to decrease and may well reinforce. In other words, professors don't have to make it a specific point to discourage their female students—society will do that job for them. All they have to do is fail to encourage women students. *It can be done with no effort at all.*[18]

More and more, students will come to recognize that pursuing careers as a carpenter, executive, chef, and secretary, track champion, physicist, nurse and basketball player aren't restricted to one gender. . . . They will see too, that it is gratifying to explore all kinds of learning, that it is useful to everybody to know how to be self sufficient . . . that everyone can get some satisfaction from making things—and that what to make is a personal, not a sex-determined decision. Courses will be changed to make them more suitable for people, not for girls only or for boys only. Increasingly, students will be encouraged to pursue their own interests and to seek their own identities, regardless of gender. And school administrators will be looking anew at the basic purposes of education and asking themselves whether the opportunities provided for individual growth and development are indeed equal.[19]

DOUBLE DISCRIMINATION AGAINST MINORITY GIRLS AND WOMEN

"There were 19.8 million married women (husband present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs." [20]

Median Annual Earnings
March 1972

	F	M
Spanish-speaking	$2,647	$ 5,786
Black	5,147	7,301
White	5,998	10,593

SOURCE: U.S. Dept. of Commerce, *Persons of Spanish Origin in the United States.* March 1973.[33]

"Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women." [26]

The Problem

The burden of sex bias wrapped in ethnic bias is heavy and real and deserves special consideration.

Whether of Hispanic American, Asian American, Native American, Black or Afro American culture, each total group is burdened with stereotypes. Within each group are special stereotypes concerning the way the women of that group are supposed to act. Counselors who interact with students of ethnic and cultural minorities need information which goes beyond the stereotypes.

Some people believe that women of all groups and perhaps particularly minority group women should stand back and not compete for jobs with men.

Patent discrimination is implicit in the assumption that one group of people (women) should be expected to stand back while another group of people (men) move forward. Educators should be aware that 6.6 million women are heads of households and 29 percent of these are women of minority groups.[21]

In 1971:

- 65 percent of the Puerto Rican families ***headed by women*** were living in poverty; 54 percent of Black families ***headed by women*** were living in poverty; and 27 percent of white families ***headed by women*** were living in poverty.[23]

United States Census Bureau statistics indicate that the minority woman is at the bottom of the income ladder whether one discusses sex membership or minority membership.

Numerically there are more white women who work than there are minority women who work because the total number of adult white women (nearly 35 million) is about eight times greater than the total number of all adult minority women (nearly 4.5 million).[24]

On a percentage basis, a somewhat larger percentage of minority women work than do white women but the gap is closing. In 1940, 37 percent of the minority women and 25 percent of white women were employed.[25]

In 1973, about 49 percent of minority women and 44 percent of white women were employed.[28] Since 1940, the numbers of white women who are returning to work has risen by nearly 24 million and the numbers of minority women workers has increased by more than 2.5 million.[27]

The length and quality of girls' educational experiences may be an important factor in determining their later place on the economic scale.

Presently most Native American girls do not even finish elementary school. The average education level of all Native Americans, and this includes both sexes under Federal supervision, is five school years.[29] The median number of school years completed by Black women in 1970 was 10 years, Hispanic American women 9.4 years and white women 12.1 years.[30]

A counselor of a girl of Hispanic American background may worry about encouraging her to expand her educational and career options

because of a belief that this would be interfering with the girl's close cultural ties to the home.

The reality is that educated or not minority women will work. Forty percent of the women of Hispanic background work outside the home as do 49 percent of Black women and 44 percent of white women.[11]

Recognizing this reality, the question for the counselor and for each young woman then becomes not *whether* she is going to work, but *at what*. The question of "at what" may depend largely on the kind of encouragement girls and young women receive in their educational setting.

Positive Steps

Counselors and other educators can help the minority girl and woman:

- gain understanding of her rights under the law in regard to both race and sex discrimination;
- gain an awareness of the pattern of job placement which limits her in regard to both race and sex; and
- gain an understanding of her need to make long-range educational and career plans if she is not to fall into the dead-end job from which it is hard to escape.

JOBS WOMEN HOLD

Occupation	Total	White	Black	Spanish Heritage
Total employed	28,929,845	25,252,734	3,309,080	989,810
Professional and technical workers	4,549,927	4,110,060	373,713	94,589
	15.7%	16.3%	11.3%	9.6%
Sales workers	2,140,994	2,037,977	84,103	58,990
	7.4%	8.1%	2.5%	6.0%
Clerical and kindred workers	10,104,508	9,308,904	684,310	297,055
	34.9%	36.7%	20.7%	30.0%
*Operatives, except transport equipment	4,014,214	3,421,862	533,160	234,399
	13.9%	13.5%	16.1%	23.7%
Service workers, except household	4,789,362	3,877,059	843,018	183,030
	16.6%	15.3%	25.5%	18.5%
Private household workers	1,113,090	506,896	592,226	40,080
	3.8%	2.0%	17.9%	4.0%

*Workers who operate machines and do similar kinds of work.

SOURCE: U.S. Dept. of Commerce, Social and Economic Statistics Administration. *We the American Women*. 1973.

The girl of an ethnic or a cultural minority, like all other girls, needs the life preparation that will enable her to be financially independent. She needs to expand her options so that she can move forward to new goals. She needs support to break through the double discrimination barrier.

THE CURRICULUM

The Problem

The curriculum is the core of the school program and curricular materials may be the school's most relentlessly sex discriminatory aspect. Whether in kindergarten picture books, high school science books or college texts on human development, sex bias in educational materials is a reality.[33]

Researchers analyzing books and stories for sexist material found that often girls are presented as dumb and stupid, and adult women are shown as virtual incompetents. Boys are required to lead dangerously adventurous lives, or, as men, expected to bear the sole responsibility for the financial survival of the family. The reality of the numbers of women in the labor force is rarely indicated.

In science and math books females are notable by their absence. This covertly if not overtly continues the stereotypes that mathematics and science are male domains. Audiovisual materials often use male narrators speaking in male-generic terms to present material which ignores half the student population.

Positive Steps

The seriousness of teacher interest and input can help students recognize the detrimental effects of sex role stereotyping and the need to eliminate it.

- Point out sex stereotyping as it occurs in curricular materials. Compare the stereotyping to the reality of students' lives.
- Encourage students to point out and discuss sex stereotyping whenever and wherever they encounter it.
- Plan a series of projects for students to find and develop bias free information and materials for class use (e.g., pictures, career possibilities, biographical and historical information).

Involving students in projects of their own helps them not only to be conscious of sex stereotyping but to become aware of bias free alternatives.

Topics for discussion at various levels can be found in the section, "Girls and Boys are Socialized Differently" (page 9). The Resource section offers many items that can be used as a base for supplemental materials.

COUNSELING MATERIALS

The Problem

Counselors have a legal responsibility to deliver sex fair counseling and testing. Counselors should be sure that their activities and practices are in compliance with the law.

Studies indicate that many career guidance materials are sex biased.

Women are either absent from most career materials or, when present, portrayed predominantly in traditional occupations.[33]

Questions also have been raised concerning the sex fairness of many tests which counselors administer routinely (Appendix E).

The Regulation for Title IX issued by the Department of Health, Education, and Welfare in July of 1975 states that one area that will be closely examined to see if a school is in compliance with the law is the area of counseling.

Section 86.36(a) and (b) of the final Title IX Regulation in Appendix F, details the counseling responsibility.

"Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit—or cause others to limit—his or her consideration of a career solely on the basis of gender." SOURCE: *Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories*, National Institute of Education, Department of Health, Education, and Welfare.[34]

Positive Steps

To provide sex fair guidance, counselors may wish to:

- examine their own counseling practices and methods of test interpretation which may convey to students that certain roles or careers are more appropriate to one sex than to another. All the material in this handbook should help with that examination.
- screen tests for sex bias using guidelines developed in the study done by the Department of Health, Education, and Welfare, National Institute of Education (Appendix E);
- bring in persons with non-traditional jobs to talk with students; and
- develop sex fair counseling materials through use of supplemental materials suggested in the Resource Guide.

Career decisions should not be limited by stereotyped notions of what is "appropriate" for girls or boys to do. The Guidelines in Appendix E offer ways to judge whether or not a test is sex fair and also suggest ways to expand options that can be helpful not only in interpreting tests but in general counseling practice.

Other ways to assess tests for sex bias are offered by the Equal Employment Opportunity Commission in its *Guidelines on Discrimination Because of Sex* (Appendix D) and the American Psychological Association's *Standards for Educational Psychological Tests.*

ATHLETICS IN AN EDUCATIONAL SETTING

"The question is . . . do we perpetuate patterns — cater, pander to patterns, which have probably outgrown their utility on a psychological basis as well as being contrary to stated law, or do we take those steps which are designed to break those patterns." [35]

The Problem

As the effect of Title IX on athletic programs and physical education classes is felt in school systems across the land, educators will need to reconsider and help others reconsider the traditional role of athletics in the lives of all students.

Present sex role stereotypes require that boys compete a great deal and that girls compete very little—and particularly not with boys. This places limitations and burdens on both groups which prevent each individual from doing what she or he is capable of doing or interested in doing.

Underlying Concerns

Athletic performance is "more significantly a factor of coordination, training, conditioning, experience, motivation, ability, all non-sex determinates." ■

"... while there is no significant difference between boys and girls between ages eight and ten, there is a significant difference in weight and height between ages ten and twelve and girls have the advantage." ■■

Many persons who genuinely would like to see increased athletic activity for girls often have at least two concerns regarding the "danger" to girls if they are athletically active. Counselors should be aware of possible responses to those concerns:

- No one, of course, wants to pit an athletically weak girl against a strong athletic boy. But neither would any one want to pit an athletically weak boy against a strong athletic boy. Groupings by appropriate weight and height provide a safe and simple solution.
- The fear of cosmetic or reproductive injuries is often raised in regard to the question of how involved girls and young women should be in athletics. Surely educators are not more willing to see boys and young men scarred or injured. If that is so, then suitable protection should be worn for all sports. If a sport is very dangerous and playing it risks a large percentage of bodily injury, perhaps educators should consider whether such a sport belongs in an educational setting at all.

Positive Steps

"The answer is . . . that you have to start somewhere reversing the trend, there is absolutely no reason that I can think of why girls as a class, a matter of national policy or public attitude, should be treated any differently than boys with respect to being afforded opportunities for exercise and physical improvement." ■

The need for reappraisal of physical education and athletic programs in educational settings exists not only because it is desirable that both girls and boys be given equal opportunity to develop their physical health, but because there are other important meanings attached to sports programs involving team work and leadership roles. Through sports, girls and boys can learn to work together in a team effort and to accept each other as team leader. These are important learnings for later adult life.

SEMANTICS

The Problem

The same word can have different meanings to different people. This may be even more likely to happen with words that are relatively new to popular usage.

For the purposes of your workshop, take the time to define your terms. It will help provide a common language base for discussion and may help avoid disagreement based on misunderstanding.

Some Definitions

GIRL, WOMAN, FEMALE: For the purposes of material in this handbook, these terms refer to *all* girls and *all* women, including the women and girls who are half of every minority, ethnic or religious group.

SEXISM: The word was coined by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender. (Guidelines for Equal Treatment of the Sexes, McGraw Hill Book Company Publication.)

SEXIST: Advocate or supporter of sexism. All those attitudes and actions which relegate women to a secondary and inferior status in society. (Guidelines for Improving the Image of Women in Textbooks, Scott, Foresman and Company, 1972.)

RACIST: Advocate or supporter of racism, a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. (Webster's New Collegiate Dictionary, 1974.)

FEMINIST: Advocate or supporter of feminism, which is the theory that women should have political, economic and social rights equal to those of men; also the movement to win such rights for women. (Webster's New World Dictionary of the American Language, College Edition, 1957.)

FEMINISM: . . . that work is as significant to women as it is to men, that marriage ought to be a partnership of equals, that women ought to be financially independent, that child bearing and child rearing is not a woman's only or most important or even necessary role, and that family responsibilities ought to be divided between women and men. (Lucy Komisar, *Civil Rights Digest,* Spring Issue, 1974, p. 2.)

MS: Used as a conventional title of courtesy instead of Mrs. or Miss except when usage requires the substitution of a title or rank or an honorific or professional title before a woman's name. Note: The Correspondence Section of the White House prefixes the courtesy title Ms. before a woman's name unless a rank, honorific or professional title is used—General Mary Jones, Ms. Ann Jones, Dr. Mara Jones.

CHANGE AGENT: . . . those persons who desire to participate in, and often instigate, institutional change processes through strategic risk taking and calculated planning . . . also those persons who are called upon to work and live in vanguard positions in order to model new behaviors that affect persons and institutions. (Geraldine Rickman, *Civil Rights Digest,* Spring Issue, 1974, p. 58.)

THE LAW

> "No longer is the female destined solely for the home and the rearing of the family, and only the man for the market place and the world of ideas. . . . Women's activities are increasing and expanding. Coeducation is a fact, not a rarity. The presence of women in business, in the professions, in the government and, indeed, in all walks of life where education is desirable, if not always a necessary antecedent, is apparent and a proper subject of judicial notice."
>
> Justice Harry A. Blackman, Supreme Court of the United States [39]

Educators with some basic understanding of the laws forbidding sex and race discrimination can help students understand how to benefit through the enforcement of these laws as well as learn what educators must do as professionals to bring their own practices into compliance with the law.

Of the six Federal enactments relating to equity in regard to sex, five prohibit sex and race discrimination in educational institutions in the major areas of admissions of students, treatment of students, and employment and the sixth provides monies for grants and contracts to develop programs and materials to achieve educational equity for girls and women. The enactments are:

Title IX of the Education Amendments of 1972:

Prohibits discrimination against students or others on the basis of sex.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972:

Prohibits discrimination in employment on the basis of sex (also race, color, religion, and national origin).

Equal Pay Act of 1963 as amended by the Education Amendments of 1972:

Prohibits discrimination in salaries and fringe benefits on the basis of sex.

Executive Order 11246 as amended by Executive Order 11375, Part II:

Prohibits discrimination in employment on the basis of sex (also race, color, religion, and national origin).

Title VII and Title VIII of Public Health and Service Act as amended by the Comprehensive Health and Manpower Act and the Nurse Training Amendment Act of 1971:

Prohibits discrimination against students on the basis of sex and against some employees.

Women's Educational Equity Act of the Education Amendments of 1974, PL 93–380:

Designed to assure equity for girls and women at all levels of the country's educational system.

Copies of these enactments can be obtained free from your Congressperson.

A few state laws have taken a stronger position in regard to sex discrimination against students in educational institutions than have the Federal statutes.[40] Some state departments of education have also taken strong positions through guidelines and policy statements concerning sex fair curricular materials. Examples of these state laws, and provisions of the state boards of education regarding curriculum are enumerated in Appendix G.

Detailed analysis of state and Federal laws prepared for the lay person interested in understanding the legalities of sex discrimination will be found under LAW in the Resource section of the workbook. Two key laws, Title IX of the Education Amendments of 1972 and the Women's Educational Equity Act are reproduced in Appendices B and H, respectively.

Workshop Leader's Tools

A workshop should be more than speeches. It should offer a variety of ways to deliver and process the message of the workshop.

The following sections provide suggestions on four different kinds of activities:

- group activities
- media presentations
- strategy sessions
- evaluations.

In and around all of these activities, the workshop leader can continue to deliver information and ideas as well as help the participants process and absorb the material being presented.

GROUP ACTIVITIES

Purpose

Working together on group activities which highlight problems of sex role stereotyping can provide:

- a shared baseline of experiences from which the participants can then discuss the sex stereotyping or sex fairness of the group response
- an opportunity to tie in related concerns and experiences on sex equality in education
- an opportunity for the leader to feed in more information when appropriate to the on-going discussion
- feedback and ideas for all participants.

What is a "small" group.

If you are doing a small group exercise, limit the group to four or five persons. This size makes it more likely that everyone in the group will contribute to the discussion. The person who is silent is sure to be asked for her or his opinion. In a "small" group of eight or ten, the quiet person is likely to be overlooked. Her or his contribution will never be gathered into the total. KEEP SMALL GROUPS SMALL.

Which Activity to Use

Appendix I provides a selection of activities and games for group work. Except for the workshop openers, the exercises are not meant to be used in any particular order nor should the workshop leader expect to use all of them. They are a repertoire of activities which, by judging the needs, level and composition of the group, may be used as needed.

MEDIA FOR THE WORKSHOP

Media of some kind enhances a workshop. Careful selection can highlight and reinforce your presentation with an "outside" perspective.

Print

A display of materials, pamphlets and books related to sex equality in education will give the group an opportunity to look at material which they might then want to order for themselves. The Women's Bureau of the Department of Labor and other sources have free material which can be sent to you in single copies for duplication and display. The Women's Bureau will also provide order forms for a workshop so that participants who wish to order materials may do so.

Take the time to study the material you select for display so that you can discuss it with the participants and make suggestions for its use. The Resource section lists over 150 print items which have relevance to sex equality. It is, of course, in no way an inclusive list.

Informational Handouts

A resource packet to take home is a strong addition to any workshop. The participants will then have some materials in hand to begin work in their own educational setting.

The Resource section indicates many items that are free of charge or which can be duplicated. When ordering materials try to select at least one item which relates to each topic on the program.

Audio Visual

Films, slide shows and filmstrips are available which deal with sex role stereotyping in general and sexist curricular and guidance materials in particular. These can be good discussion starters and some provide statistical information which is illuminating.

For the leader who is without resource persons to help with the workshop, a good audiovisual provides additional support for the ideas you are presenting.

One or at the most two media presentations are enough in a day-long workshop. You do not want your participants to be only passive viewers during the workshop. The Resource section lists catalogues of films from which a selection could be made.

STRATEGIES FOR CHANGE

A strategy session can help people develop a commitment to work for change by providing:

- time to explore options on what to do next
- time to benefit from the ideas others may have on how to proceed
- confirmation that their own ideas are good and worth pursuing.

The strategy session is best done in small groups that report back to the total group. Even though people may be coming from different educational settings, they can help each other with ideas for procedures.

Appendix J lists several activities to get the strategy session going.

WORKSHOP EVALUATION

The purpose of an evaluation form can be twofold:

1. to tell you if the workshop accomplished what you hoped it would; and
2. to tell you what the participants see as possible next steps.

The participants' suggestions for next steps can serve as a guide and a lever for further planning activities.

We suggest unsigned evaluation forms so that people will feel free to make honest comments. This is probably particularly advisable if the workshop is being held for persons whom you know or with whom you work.

A sample of the SEGO Project Comment Form is Appendix K.

Organizing A Workshop

This chart is a checklist to be adapted and amended as you consider the purpose of your program, the participants likely to attend and the logistics of your situation. The chart is in two aligned sections: Planning Steps in chronological order and an Alert List of important details to which attention must be given if the day of the workshop is to run smoothly.

Alert List

Planning Steps

Early scheduling will allow you some time to make new arrangements if plans should go awry; e.g., a speaker cancels, materials are not available when expected, etc.

A. Set Up an Overall Time Frame

Allow more time rather than less for planning in order to:

—reserve site
—contact resource persons
—send for and receive resource materials
—reserve audio visual materials
—prepare and send out promotional material

Being able to respond effectively and with statistical facts to the questions of the skeptics will be critical.

B. Develop Your Workshop and Train Yourself

1. See Workshop Outline on page 4.
2. Study the "Why of a Workshop" and the sections on "Workshop Leader's Role" and "Workshop Leader's Backup Inforformation."

Alert List	*Planning Steps*
Arrange for display space—tables and bulletin boards.	**C. Prepare Resources for Workshop** 1. **Print:** Prepare a display of pamphlets, books, bulletins and posters; if display is large, arrange by topic (i.e., Law, Athletics, etc.).
Print or xerox your program *after* your schedule is firmly set.	2. **Information Handouts:** Order materials early, assembling packets takes time. The only cost involved, if you use free material, might be for a folder or program. The program can be stapled to the materials and handed out as a packet.
Check for burnt-out light bulb in projector, make sure that the audio is synchronized to the video, check that the slides are in sequence, check the location of outlets and light switches so the room can be dimmed. Assign someone to run the "shows" if you can.	3. **Audiovisuals:** Borrow or rent (reserve in advance) slide shows, films, filmstrips; prepare overhead transparencies, posters; secure projectors, screens.
Be specific in your requests; ask for outline of their remarks. Confirm plans and dates in writing.	4. **Speakers or Panelists:** Some groups that can provide or suggest speakers for special topics (e.g., law, careers, employment, etc.) are: the Womens' Bureau of the Department of Labor, the Office for Civil Rights, local Commissions on the Status of Women, women's organizations, civil rights groups and women's studies faculty at area colleges.
Take care that each person fills in the sign-in sheet which has been set up for name, address and telephone number (for future reference). Assign someone to be in charge of this task.	5. **Miscellaneous Items You May Need:** Chalkboard, chalk, newsprint, felt tip pens, name tags, sign-in table, coffee, cups, cream and sugar, "no smoking" signs, lunch vouchers if necessary, trash baskets.
	D. Arrange Logistics
Avoid auditoriums and permanently fixed seating. A room where chairs can be moved into small groups and rearranged into large circles is best. Confirm the reservation in writing. Make certain that lunch (served or brown bag) can be eaten on the premises.	1. **Site:** Consider the following suggestions for locating a site; classrooms, library, student/teacher lounge, community locations in libraries, churches and colleges. Women's and civil rights organizations can provide suggestions and assistance. Secure proper permission to use a site.
Be aware of national, local and religious holidays. Determine if other programs may be directed to your proposed audience on the same day. Check school holidays and exams. Be sure your reserved date is confirmed in writing.	2. **Date:** Selection of date depends on target audience. Released time or staff development days, Saturdays or evenings may be possible.

Get permission before posting material. Make sure contact telephone number is noted on all publicity materials.

3. **Publicity:** Allow time to prepare clear and informative publicity material. It is not necessary to have art work or editorial help. However, if such assistance is available use it. Notify the press and TV if you want coverage. Plan to post flyers and posters in schools, libraries, and with civic groups. Consider sending letters to appropriate groups, e.g., members of the board of education.

Keep a separate list of those who paid for lunch and issue lunch vouchers at sign-in.

4. **Registration:** Consider pre-registration before a certain date. It is helpful to know who and how many participants to expect and it is essential to know for ordering lunches, if that is part of the program.

If participants are expected to bring a brown bag lunch or if a catered lunch on-site is planned, details and cost must be worked out so that information can be printed on publicity material.

5. **Lunch/Coffee Breaks:** Lunch and coffee breaks on-site are preferred as they offer time for group interchange. If a catered lunch is not feasible, consider having participants bring bag lunches and you provide coffee and tea.

E. Finances

Registration fees and lunch fees can involve large sums of money. You may want to open a special checking account.
If you are to account for all funds spent, keep a small notebook and write down item, cost, and date *as you spend it*. It can be made into a proper expense chart later.

School and community organizations are usually generous in helping facilitate educational programs, and some materials are free. Special expenses may be incurred for: audio visual rentals, coffee/lunch, duplicating fees, printed programs and/or posters, newsprint, name tags, felt tip pens, resource packet folders, postage, phone calls.

F. Evaluation

You may get better response if persons are not asked to identify themselves by name on the evaluation forms.

Plan your evaluation sheet very carefully and allow time within the time frame of the workshop for the sheet to be filled out.

G. Follow-Up

Follow-up done while interest is high and memory fresh may be more likely to produce on-going activities.

The following tasks should be completed as soon as possible after the workshop:

- Thank-you notes to resource persons and suppliers of free materials, films and services, and to all who have been helpful (you may want to ask these persons to help again).
- Compilation of evaluation forms and sharing of evaluation data with participants (see sample form on page 78).
- Dissemination of participant lists to those who indicated on sign-in sheet they wished to be on the mailing list.
- Next steps—your evaluation forms should help you determine what your follow-up might be.

Resource Guide

This annotated Resource Guide is an expanded and updated version of materials which are displayed at SEGO workshops across the country as part of the Media Kit and which were later published in the first and revised editions of *Resources for Counselors, Teachers and Administrators.* The Guide is not inclusive and is designed as a "starter set" which we hope will lead you to additional resources.

In an effort to expand options, we have selected relevant material from both traditional and non-traditional sources including:

- Federal and state government agencies
- Women's projects and women's bureaus within these agencies
- Feminist papers printed and sponsored by teachers' associations and labor unions
- Curriculum/counseling resources developed by small new feminist publishers and organizations as well as big commercial publishing houses.

In separate categories—Bibliographies/Resources, Counseling, Curriculum, Girls and Women/Boys and Men, Sports, and the Law are:

- Items of local importance
- Plans and programs of international scope
- Art and drama, literature and philosophy
- Articles on the interrelationship of sexism and racism
- "How-to" curriculum and counseling guides.

Also included are some useful addresses for:

- Organizations, publishers and reports which provide helpful information and materials in regard to sex equality
- Some basic information on sources of educational financial aid for women.

These resources, which cover a wide range of topics relevant to the elimination of sexism in education, can serve as guides to help you understand, comply with and implement the body of law on sex discrimination (local, state, and federal) and to clarify the legitimate demands for the political, economic and social equality of every person in our society.

BIBLIOGRAPHIES/RESOURCES

American Association for the Advancement of Science, Scientific Manpower Commission. **Major report on professional women and minorities.** 1975. 320-page study provides information on women and minority group members, with emphasis on the sciences, engineering, arts, humanities, education and the professions. Available from the Association, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036. $40.

American Association of School Administrators. **Sex equality in educational administration,** AASA Executive Handbook Series, VII, 1975. Stock #021-00440. This pamphlet offers a step-by-step guide for insuring that women are represented in administrative ranks more in proportion to their numbers in the education profession. Available from the Association, 1801 North Moore Street, Arlington, Va. 22209. $1. (Orders under $10 must be pre-paid.)

American Personnel and Guidance Association, Project on Sex Equality in Guidance Opportunities. **Resources for counselors, teachers and administrators.** 2nd Edition. Divided into six categories—bibliographies/resources, counseling, curriculum, girls & women/boys & men, sports and the law—are listings of current useful material. Additional information lists organizations, publishers, reports on sex bias in schools and scholarship aid available to women.

TECHNICAL ASSISTANCE PRODUCT FROM THE SEGO PROJECT

Handbook for Workshops on Sex Equality in Education. Written by M. E. Verheyden-Hilliard and based on the experiences of the SEGO Project. Includes information, resources, activities to help an individual organize and lead a workshop on sex equality in education. Presents workshop outline, backup material for the workshop leader on the socialization of boys and girls, double discrimination of minority girls and women, counseling materials, curriculum, athletics in an educational setting and statistical information on women's lives. Comprehensive appendices contain Title IX and its Regulation, U.S. Equal Employment Opportunity Commission's "Guidelines on Discrimination Because of Sex," National Institute of Education, DHEW "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories" and the Women's Educational Equity Act. Available from the Sex Equality in Guidance Opportunities (SEGO) Project, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Free.

Association of American Colleges, Project on the Status and Education of Women. **On campus with women (number 11).** June 1975. Paper includes information about affirmative action, employment, education, admission and sports. Available from the Project on the Status and Education of Women, 1818 R Street, N.W., Washington, D.C. 20009. Free.

Behavioral Publications News. Promotional: Astin, H., Suniewick, N., & Dweck, S. (Eds.) **Women: A bibliography of their education and careers.** New York: Behavioral Publications, 1974. Comprehensive selection of over 350 abstracts, annotations of the research literature. $10.95.

Business & Professional Women's Foundation. **Career counseling: New perspectives for women and girls, a selected annotated bibliography.** 1972. Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. Bibliography is divided into two sections: research material on counseling and occupational choices; careers—where they can be found and how to go about getting jobs. 50¢.

Cisler, Lucinda. **Women: a bibliography, 1968, 1969, 1970.** Over 900 annotated entries in this paperback book are divided into 14 subject categories. Available from the Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357. 70¢

Daniels, Arlene Kaplan. **A survey of research concerns on women's issues.** 1975. Of special interest to those undertaking studies relating to women and to organizations interested in funding such studies is this comprehensive review of central areas of research relating to women. Available from the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009. Free.

Eichler, Margrit. **An annotated selected bibliography of bibliographies on women.** This is a comprehensive guide which describes over 40 extensive and specialized bibliographies concerning women. Available from the Publications Office, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Canada, K1P 5N1. $1.

Farmer, H., & Backer, T. **Counselor's sourcebook: Career guidance and vocational counseling for women. Sourcebook** is being developed as part of a project of the Human Interaction Research Institute, Los Angeles, sponsored by National Institute of Education. Publication will include discussions of recent research on counseling women and impact of federal legislation on women's work opportunities; facts about women at work in the 70s, and a listing of information sources. Available early in 1975.

Feminists on Children's Media. **Little Miss Muffet fights back.** (Rev. ed.) New York: Feminists Book Mart, 1974. 162-11 Ninth Avenue, Whitestone, N.Y. 11357. 64-page annotated list of recommended non-sexist books about girls for young readers (textbooks are not included). $1.25.

Gersoni-Stavn, D. (Ed.). **Sexism and youth.** New York: R. R. Bowker Co., 1974. This 465-page book is a gathering-together of writings and source material on sex discrimination previously available only as isolated papers. This is "a workbook for humanism, a textbook for a new educational commitment. . . ." $9.95.

James, E. T. (Ed.). **Notable American women 1607-1950.** A biographical dictionary. Three volumes. The Belknap Press of Harvard University Press, Cambridge, Mass. 1974. Excellent source of women's "real" history contained in carefully documented biographies of 1,379 American women. Prepared under the auspices of Radcliffe College. Hardcover $75.00. Paperback $25.00.

Lerner, Gerda (Ed.). **Black women in white America: a documentary history.** New York: Random House, Vintage Books, 1973. In over 600 pages, divided into ten subject areas, American Black women tell their history beginning with the times of slavery to present day. $3.95.

Maccoby, Eleanor E., and Carol N. Jacklin. **The psychology of sex differences.** Stanford: Stanford University Press, 1974. This book is a compilation of the research and interpretive writings concerning how the sexes differ and how they do not differ in many aspects of psychological functioning. $18.

Massachusetts Institute of Technology. **Human studies collection: men's studies bibliography and women's studies bibliography.** The material in each bibliography is divided into 11 subject categories including education, employment, health, history, sports, etc. The collection is available from the Humanities Library, MIT, Cambridge, Mass. 02139. Free.

National Clearinghouse for Mental Health Information, U.S. Department of Health, Education and Welfare. **Clearinghouse** will do a computer search of the research for an unedited printout of references and abstracts on a particular subject. Contact the Clearinghouse at Health Services & Mental Health Administration, 5600 Fishers Lane, Rockville, Md. 20852. Phone 301 443-4517.

North Carolina Museum of Art and the Salem Fine Arts Center. **Women: a historical survey of works by women artists.** 1972. This is a catalog of 87 works by over 75 artists from the 17th century to present day. The scholarly introduction which answers pertinent questions about women and art makes this book particularly useful to teachers. Available from the Museum Store, 107 E. Morgan St., Raleigh, N.C. 27601. $2.

Peterson, Deena (Ed.). **A practical guide to the women's movement.** 1975. Brooklyn: Faculty Press, Inc. This book is divided into three sections to serve as a useful handbook to the Women's Movement. The "Directory" contains descriptive listings under such topics as Education, Employment, Legal, History, Sports, etc. The "Reading List" coincides with the "Directory" and annotates over 500 books. $5.

Project on the Status and Education of Women, Association of American Colleges. **Some useful bibliographies on women in education.** 1972. 1818 R Street, N.W., Washington, D.C. 20009. List of eight excellent resources. Free.

Resource Center on Sex Roles in Education. **Research action notes.** December 1973. 1201 16th Street, N.W., Washington, D.C. 20036. This issue notes progress made at state level in eliminating sex role and racial bias in education; lists conference resources. Write to be put on their mailing list.

Sense and Sensibility Collective. **Women and literature: An annotated bibliography of women writers.** (2nd ed. rev.) Cambridge: Sense and

Sensibility, 1973. 57 Ellery Street, Cambridge, Mass. 02138. 399 entries, mainly 20th century authors, with two shorter lists of writers before the 20th century and works about literature. Biographic notes included for some major writers. $1.25.

Steele, M. **Women in vocational education: Project Baseline supplementary report.** 1975. 6502 N. 35th Avenue, Phoenix, Arizona 85017. One of a series of special reports that reviews and analyzes available data on women in vocational education with recommendations for change; by the Northern Arizona University under contract with the U.S. Office of Education.

U.S. Commission on Civil Rights. **Civil Rights Digest,** Spring 1974. 1121 Vermont Ave., Rm. 410, Washington, D.C. 20425. This issue includes articles on feminism as it relates to Puertorriquenas, Chicanas, Black women, Asian and Indian women. Digest also offers a Resource List for Women: research centers, clearinghouses on women's issues, legal aid sources, and women's centers. Free.

The following items are available from the **Women's Bureau,** U.S. Department of Labor, Washington, D.C. 20210. Unless otherwise indicated, these items are free.

American women at the crossroads: Directions for the future. 1970. Report of the 50th anniversary conference of the Women's Bureau. Ten appendices: roster, director, agency/organizational representation, exhibits and selected references.

A guide to sources of data on women and women workers for the United States and for regions, states and local areas. 1972.

Publications of the Women's Bureau. 1974. Over 75 listings of excellent resource material. Useful in the classroom as well as for the research scholar.

Westervelt, E., & Fixter, D. **Women's higher and continuing education: An annotated bibliography with selected references on related aspects of women's lives.** New York: College Entrance Examination Board, 1971. $1.50.

Women's studies abstracts. Brochure for: P.O. Box 1, Rush, New York 14543. Published quarterly. Material divided into twelve categories of use in women's studies. Year's subscription is $8.50.

Filmstrip

Project on Sex Equality in Guidance Opportunities, American Personnel and Guidance Association. **A chance to choose.** Filmstrip on counseling included in Multi-Media Kit developed by the SEGO Project, content prepared by J. Birk.

COUNSELING

Abt Publications. **Sex fairness in career guidance: A learning kit.** 1975. The curriculum consists of four chapters which discuss traditional family and occupational roles for both sexes and provides an introduction to a sex-fair guidance program. An annotated resource guide to readings and audio-visual materials is included. The kit has been developed for use by counselors, counselor-educators, teachers, administrators and librarians under a contract from the National Institute of Education, DHEW. Available from Abt Publications, 55 Wheeler Street, Cambridge, Mass. 02138. $15 plus $1.50 for shipping and handling.

Bem, S., & Bem, D. **Training the woman to know her place: The social antecedents of women in the world of work.** 1973. Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126. Explanation of the effect of sex role conditioning on women's aspirations and the ways in which women learn their place in society.

Birk, J., & Tanney, M. **Career exploration for high school women: A model.** Paper presented at the National Education Association Conference, 1972 at Airlie, Virginia. NEA, 1201 16th St., N.W., Washington, D.C. 20036. A model designed for junior and senior high school levels to heighten awareness of the influence of sexism regarding women's roles.

Broverman, I., et al. **Sex role stereotyping and clinical judgments of mental health.** *Journal of Consulting and Clinical Psychology, 1970, 34.* KNOW, Inc. reprint, P.O. Box 86031, Pittsburgh, Pa. 15221. Paper studies the assumptions of clinical psychiatrists and psychologists about the healthy male, healthy female, and the healthy adult. 40¢.

Diamond, E. (Ed.). **Issues of sex bias and sex fairness in career interest measurement.** National Institute of Education, Education and Work Group, 1200 19th Street, N.W., Washington, D.C. 20208. The book is a series of papers with bibliographies which not only give an overview of the issues of sex bias in counseling and teaching, but also represent a comprehensive analysis of sex bias in measurements and inventories.

Feminist Action Alliance Inc. **Non-traditional career day program.** 1975. This is a how-to packet to help in planning a program. P.O. Box 54717, Civic Center Station, Atlanta, Ga. 30308. $5.

Gardner, J. **Sexist counseling must stop.** *Personnel and Guidance Journal,* May 1971, 49. KNOW, Inc. reprint, P.O. Box 86031, Pittsburgh, Pa. 15221. Call for change in counseling. Includes a useful chart listing similarities between two oppressed groups: women and blacks. 30¢.

Lipman-Blumen, J. **How ideology shapes women's lives.** *Scientific American,* January 1972, 266. Data from a survey of college women reveal that a woman's life goals, particularly her educational and occupational aspirations, are guided by the type of sex-role ideology acquired in childhood.

Miles, Betty. **Channeling children: sex stereotyping in prime-time TV.** 1975. Princeton: Women on Words and Images. **Channeling children,** which analyzes 20 TV shows, documents the extent of sex stereotyping in popular television. The chapter, "Changing the Stereotypes," is helpful for those wishing to change or combat the myths television fosters. $2.50.

The following items are available from the **Women's Bureau,** U.S. Department of Labor, Washington, D.C. 20210 (unless otherwise indicated). With the exception of Careers for Women in the 70's, these items are free.

Careers for women in the 70's. 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Projects changes in major occupation groups in order to help women make realistic career plans. 50¢.

Conozca sus derechos. 1967. What the working wife should know about her rights (Spanish translation).

DeVivo, P., & DeVivo, S. **Help for the woman breadwinner.** Reprinted from *Manpower,* February 1973, 5. Report of the experimental Female Job Placement Program's efforts to increase job options and pay for disadvantaged women.

Facts about women's absenteeism and labor turnover. 1969. Again, the myth and the reality.

Highlights of women's employment and education. 1974. Statistics on women's employment patterns, earnings and education, including age, family status and occupations.

Marshall, P. **Look who's wearing lipstick!** Reprinted from *Manpower,* December 1972, 4. Interesting and revealing interviews with women working at "men's" jobs.

The myth and the reality. 1974. Paper refutes nine common misconceptions with the truth about working women.

Steps to opening the skilled trades to women. 1974. Paper discusses ways women can get into the trades and unions.

Stevenson, G. **Career planning for high school girls.** Reprinted from *Occupational Outlook Quarterly,* Summer 1973. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Pamphlet points out reasons for planning for a career not merely for work.

Why women work. 1974. Women work to support themselves and others; discussion supported by facts and figures.

Mitchell, J. **Other choices for becoming a woman.** Pittsburgh: KNOW, Inc. 1974. A feminist handbook for high school women to help them realize their potential as women and plan now for other choices. $5.50.

National Institute of Education, Education and Work Group. **Guidelines for assessment of sex bias and sex fairness in career interest inventories.** 1974. U.S. Department of HEW, NIE, Washington, D.C. 20208. Program presents a comprehensive analysis of sex bias in the test, inventory, technical information and interpretative information.

Project on the Status and Education of Women, Association of American Colleges. **American Personnel and Guidance Association cites vocational test for sex bias.** June 1972. 1818 R Street, N.W., Washington, D.C. 20009. APGA cites Strong Vocational Interest Blank as discriminatory in a resolution March 1972. Free.

Sandler, B. **The academic woman: Why women need less pay (and other myths).** *The Chronicle of Higher Education*, March 1973. Reprinted by the Project on the Status and Education of Women, Association of American Colleges. 1818 R Street, N.W., Washington, D.C. 20009. Article lists thirteen myths concerning the academic woman and pay. Free.

Seed, S. **Saturday's child.** New York: Bantam Books, 1974. 36 women photographed and interviewed about their jobs and careers—occupations which until recently have been considered out of reach. $1.25.

U.S. Department of HEW, U.S. Office of Education. **Nonsexist education for survival: Final report sex role stereotypes project, USOE-0-72-2507.** July 1973. National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. Documents the development and implementation of the national working conference on sex role stereotypes in the classroom. $2.25.

Wolkon, Kenneth A. **Counseling girls and women: A guide for Jewish and other minority women.** 1973. Pamphlet discusses the women's movement in relation to job discrimination; suggests that counseling can be the important step in expanding career opportunities for girls and women. Included is a listing of Women's Caucuses and Committees and Professional Associations. Available from B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036. $2.

Women on Words and Images. **Doctor, lawyer, Indian chief? Sex stereotypes in career education materials.** Princeton: Women on Words and Images, 1975. An analysis of the sexism found in career materials in the schools is carefully documented in this book. $1.50.

YWCA Vocational Readiness Program. **Will marriage turn you on for 50 years?** Brochure available from the YWCA of Los Angeles, 1215 Lodi Place, Los Angeles, Cal. 90038. Games, role playing and counseling techniques dramatizing the realities concerning women in marriage and careers. Useful with junior and high school students. 15¢.

CURRICULUM

Ahlum, C., & Fralley, J. **Feminist resources for schools and colleges: A guide to curricular materials.** New York: Feminist Press, 1973, College at Old Westbury, Box 334, Old Westbury, New York 11568. This resource list is for teachers, students, counselors, librarians and parents interested in challenging sexism in education and creating non-sexist curriculum. $1.25.

Ahlum, C., & Fralley, J. **Feminist studies.** *Today's Education*, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th St., Washington, D.C. 20036. Discussion of curriculum material for high school feminist studies.

American Association of School Administrators. **Sex equality in school,** AASA Executive Handbook Series, V, 1975. Stock No. 021-00438. Handbook V is designed to help the school administrator recognize and deal with the problems of sex stereotyping in the school. Available from the Association, 1801 North Moore Street, Arlington, Va. 22209. $1.00.

American Association of School Administrators. **Sex equality in educational materials,** AASA Executive Handbook Series, IV, 1974. Stock No. 021-00432. This handbook designed for the school administrator discusses the problem of sex stereotyping in educational materials and outlines ways administrators can help counteract and change damaging curriculum. Available from the Association, 1801 North Moore St., Arlington, Va. 22209. $1.00.

Citizens's Advisory Council on the Status of Women. **Need for studies of sex discrimination in public schools.** 1971. Department of Labor Building, Room 1336, Washington, D.C. 20210. Booklet recommends state and city commissions and those interested in education review public school systems to determine degree of sex discrimination.

Colloquy, November 1973, 6. **The awareness game.** Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Eighteen essays giving an overview of sexism in education. 50¢.

Concilio Mujeres. **BibLography on la mujere.** 1974. Concilio Mujeres, a Chicana women's rights group, has compiled a six-page list of articles, papers, films, photos, resources and other information on Chicana and other Spanish-speaking women. Available from Concilio Mujeres, 2588 Mission Street, Room 201, San Francisco, Ca. 94110. $2.

Costo, Rupert (Ed.). **Textbooks and the American Indian.** San Francisco: Indian Historian Press, Inc., 1969. 32 American Indian scholars evaluate over 300 texts and provide an analysis of bias taught in American schools about Native Americans. $5.

Czaplinski, Suzanne M. **Sexism in award-winning picture books.** Pittsburgh: KNOW, 1973. This study presents a detailed examination of sexist biases in children's books. Available from KNOW Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. $2.

Eaton, C., & Jacobs, C. **Sexism in the elementary school.** *Today's Education*, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. The sexist messages children receive in school damage individual growth; checklist for analyzing sexism in classroom books.

Ernest, John. **Mathematics and sex.** 1975. A survey of women in the field of mathematics indicates that girls are limited and stereotyped from kindergarten through graduate school. Write to the Department of Mathematics, University of California, Santa Barbara, California 93106. Free.

Feminist Book Mart. **Girls and boys . . . together.** Bibliography/catalog lists non-sexist materials for people from 3 years through 17 years. Available from the Mart, 47-17 150th St., Flushing, New York 11355. $1.

Howard, Suzanne. **Liberating our children ourselves.** 1975. A compilation of course materials from more than 50 of the nation's pioneers of Women's Studies courses. The handbook provides resource materials useful for developing units or courses about sexism and sex role stereotyping in our schools. Available from The Association of American University Women, 2401 Virginia Ave., N.W. Washington, D.C. 20037. $1.50.

Iglitzin, L. **A child's-eye view of sex roles.** *Today's Education*, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Discussion of two studies dealing with sex role stereotyping of school children in three Seattle suburbs.

Johnson, Laurie Olsen (Ed.). **Nonsexist curricular materials for elementary schools.** New York: The Feminist Press, 1974. This is an extensive packet of materials and bibliographies for the teacher and student; useful as guides and models for creating non-sexist curriculum and classroom. Write to the Feminist Press, Box 334, Old Westbury, New York 11568. $5.

Kampelman, Maggie. **WEAL K-12 education kit.** November 1973. The purpose of this kit is to provide an overview of some of the areas of discrimination—curriculum, counseling, sports, administration—and suggest ways to bring about change. Available from the Women's Equity Action League, 821 National Press Bldg., Washington, D.C. 20004. $5.

Kane, I. **Women at Work.** San Francisco: Change for Children, 1974. 2888 Mission St., Rm. 226, San Francisco, Calif. 94110. Packet of fifteen 8 x 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs. Suggestions for classroom use come with each packet. Write for brochure. $3.50.

Levy, B. **Do teachers sell girls short?** *Today's Education*, 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Outlines what educators can do to correct the detrimental effects of sex role socialization in schools.

Lydiard, Beverly W. and Natalie Miller (Eds.). **Kaleidoscope 13: what to do about 622.** 1975. Book was developed as a how-to for educators in implementing the Massachusetts state law "622" prohibiting sex discrimination. Available from Mass. Department of Education, Bureau of Curriculum Services, 182 Tremont St., Boston, Mass. 02111. Free.

Macleod, J., & Silverman, S. **You won't do—What textbooks on U.S. Government teach high school girls.** Pittsburgh: KNOW, Inc. 1974. Suggestions for action and recommendations for changing curriculum; includes an annotated bibliography of studies of women in textbooks. $2.25.

Moberg, V. **Consciousness razors.** 1972. The Feminist Press, Box 334, Old Westbury, New York, 11568. Creative ideas for changing consciousness about sex roles; good pamphlet for classroom use. 20¢.

National Education Association. **Sex role stereotyping: Helping teachers teach.** Customer Service Section 148, 1201 16th Street, N.W., Washington, D.C. 20036. Brochure lists non-stereotyped (race or sex) print and audio-visual materials with price list.

Nieto-Gomez, Anna. **Estudios femeniles de la Chicana.** Los Angeles: University of California, 1974. This booklet develops a basis for integrating Mexican-American women into the curriculum and contains five course outlines and proposals: history, sociology, literature, higher education, Chicana bibliography. Available from University Extension, Daytime Programs and Special Projects, 10995 Le Conte, Los Angeles, Ca. 90024.

Prida, Dolores and Susan Ribner. **A feminist view of 100 books about Puerto Rican, Black,** Native American and Asian women as they appear in books are discussed in this article. The books analyzed are for children. **The *Digest* is available from Council on Interracial Books for Children, 1840 Broadway, Room 300, New York, N.Y. 10023. $2.50.**

Resource Center on Sex Roles in Education. **Today's changing roles: An approach to non-sexist teaching.** The National Foundation for the Improvement of Education, 1974. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. 108-page paperback designed as supplemental instructional materials to assist children explore and understand that sex role stereotyping has limited female and male roles. For elementary, intermediate and secondary school teachers. $3.00.

Sexism in Textbooks Committee of Women. **Guidelines for improving the image of women in textbooks.** 1972. Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Ill. 60025. Nine-page booklet outlines recommendations for text and illustrations, language, and assignment of roles and activities. Free.

Shargel, S., & Kane, I. **We can change it!** San Francisco: Change for Children, 1974. 2588 Mission Street, Room 226, San Francisco, Calif. 94110. Ideas, experiences and suggestions for eliminating sex and race stereotyping in pre-school and elementary school classrooms. $1.00.

Sinowitz, B. **New legal remedies for women.** *Today's Education,* 1972. Reprinted in National Education Association pamphlet, Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. A listing of directions for legal redress and settlement for teachers and students who have suffered discrimination.

Sprung, Barbara. **The Women's Action Alliance guide to non-sexist early childhood education,** 1974. The **Guide** provides a practical model for achieving a non-sexist classroom environment: specific curriculum units, how to work with parents, resource and materials section, checklist for evaluating sexism in the classroom and an annotated bibliography. **Guide** will be published in the Fall of 1975 by Citation Press. For further information contact the Alliance, 370 Lexington Avenue, New York, N.Y. 10017. $1.50.

Stern, M. (Ed.) **Women in education: Changing sexist practices in the classroom.** 1973. American Federation of Teachers, Women's Rights Committee, 1012 14th Street, N.W., Washington, D.C. 20005. 75-page booklet of education journal reprints is divided into three categories: why change? methods for change in the classroom, and suggested materials; bibliographies on sexism in children's books and women's rights. $1.50.

Trecker, Janice L. **Women in U.S. history high school textbooks.** *Special Education,* 35(3), March 1971. This paper documents the women who do not appear in history books. Available from National Council for Social Studies, 1201 16th Street, N.W., Washington, D.C. $1.50 for the entire issue.

Weitzman, Lenore J. and Diane Risso. **Biased textbooks.** Washington: Resource Center on Sex Roles in Education. 1975. "Images of males and females in elementary school textbooks in five subject areas" documents the omission and stereotyping of females in these texts, and complements "What you can do about biased textbooks." Available from the Resource Center, 1201 16th St., N.W., Washington, D.C. 20036. $1.

Women's Action Alliance. **A model for non-sexist child development: a pre-school program.** 1975. Thirty-two page booklet describes Alliance program, contains an annotated bibliography and resource list of materials, organizations and publications. Write to the Alliance at 370 Lexington Avenue, New York, N.Y. 10017. $1.50.

Recognizing sexism in your school and (reverse) **Schools spread sexism.** Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Handsome 16" x 23" poster.

Warning: Schools spread sexism. KNOW, Inc., Box 86031, Pittsburgh, Pa. 15221. White on red button. 25¢.

GIRLS AND WOMEN/BOYS AND MEN:

Facts and Fiction

American Personnel and Guidance Association Commission for Women. Paper gives brief history of the Commission, its functions and contributions. The 1973-74 Report of the Commission for Women, which includes a selected bibliography, essential readings for counselors of girls and women, is available from Dr. Lynn E. Haun, 8335 Caribbean Way, Sacramento, Calif. 95826. 75¢.

American Federation of Teachers, Women's Rights Committee. **Women's rights policy resolutions.** 1973. Marjorie Stern, Chairwoman, AFT Women's Rights Committee, 1012 14th Street, N.W., Washington, D.C. 20005. Lists resolutions adopted by annual conventions of the AFT. 10¢.

Association of American Colleges, Project on the Status and Education of Women. **Minority women and higher education #2.** 1975. This report reviews the current educational and economic status of Spanish-speaking women and includes a list of resource groups—consulting agencies and Spanish-speaking women's rights organizations. Available from the Project, 1818 R St., N.W., Washington, D.C. 20009. Free.

Association of American Colleges, Project on the Status and Education of Women. **Minority women and higher education #3.** 1975. This is a selected and annotated reading list on Black and Spanish-speaking women. The materials can help educators as they address and study these issues. Write to the Project, 1818 R St., N.W., Washington, D.C. 20009. Free.

The Black Scholar. **Black women's liberation,** 4 (6-7), March-April 1973. This issue contains articles written by women scholars in a variety of fields: history, education, political science and politics. Available from *The Black Scholar,* Box 908, Sausalito, Ca. 94965. $2.

Brennan, P. **Secretary's statement commemorating Women's Week, August 25, 1974.** U.S. Department of Labor, Office of Information, Washington, D.C. 20210. Secretary Brennan's salute to women workers calls for renewed effort in ratifying the Equal Rights Amendment. Free.

Chisholm, S. **The 51% minority.** Address delivered to the Conference on Women's Employment, Chicago, 1970. Reprint available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Chisholm argues for rejection of old stereotypes in order to create change: a humanistic way. 20¢.

Chisholm, S. **Sexism and racism: One battle to fight.** *The Personnel and Guidance Journal.* October 1972, 51. Belief in liberty and equality requires that everyone must join the struggle for equal rights for all.

Citizens' Advisory Council on the Status of Women. **Women in 1973.** Available from the U.S. Government Printing Office, Washington, D.C. 20402. Council report to the President on its efforts to improve the status of women. Eight useful appendices concerning women's organizations, voter statistics, Equal Rights Amendment and appointment of women to the Nixon administration. $1.30.

DePauw, L. **Four traditions: Women of New York during the American Revolution.** 1974. New York State American Revolution Bicentennial Commission, Albany, New York 12210. Survey of four cultural traditions in the 17th and 18th centuries and the history of New York state women. $1.00.

Farrell, Warren. **The liberated man: beyond masculinity: freeing men and their relationships with women.** New York: Random House, 1974. This book discusses the stereotypes of "masculinity" that burden men as well as women. $8.95.

Fasteau, Marc Feigen. **The male machine.** New York: McGraw Hill, 1974. The author analyzes the role most men have been programmed to play in our society and expresses concern with the effect of male stereotypes on men and women. $8.95.

Giele, J. **Changes in the modern family: Their impact on sex roles.** *American Journal of Orthopsychiatry,* October 1971, 41. Reprint available from KNOW, Inc., Box 86031, Pittsburgh, Pa. 15221. The worlds of women and men increasingly overlap; discussion of changes and sex roles. 30¢.

Howe, Florence (Ed.). **Women and the power to change.** 1975. New York: McGraw-Hill. The effect of the feminist movement as experienced by four academic women is charted in the histories of their lives as feminists in the world of higher education. Their essays show how the present educational system obstructs the equalization of power and suggest the possibility of change. $7.95.

Journal of Afro-American Issues. **Black women in America,** 2(3), Summer 1974. This special issue contains eight articles which offer insight on the double jeopardy of black women: sexism and racism. Available from *Journal of Afro-American Issues*, 1629 K St., N.W., Suite 520, Washington, D.C. 20006. $4.

Law, Margaret E. (Ed.). **Goals for women in science: women in science and engineering.** 1972. The number of scientists who are women is a small percentage of the total. This publication reviews the current situation and suggests goals for women in science over the next decade. Write to the Laboratory of Physics, Harvard University, Cambridge, Mass. 02138. $3.

McGuigan, D. (Ed.) **A sampler of women's studies.** Ann Arbor: University of Michigan Center for Continuing Education of Women, 1973. Seven papers by women scholars discuss women in mythology, dance, American politics, the law, and other areas. $2.50.

Maupin, Joyce. **Working women and their organizations: 150 years of struggle.** Berkeley: Union WAGE Educational Committee, 1974. How women organized, from the first women's strike in 1824 to organizing drives and picket lines today, is outlined in this booklet. This is an especially good book for the high-school teacher and her/his students. Available from Union WAGE, P.O. Box 462, Berkeley, Ca. 94701. $1 plus .25 postage.

Medsger, Betty. **Women at work.** 1975. New York: Sheed and Ward, Inc. Hundreds of women across the United States are photographed at their jobs doing all the work women have always done. The factory worker, the teacher and the office worker, as well as the coal miner, the lobster woman and the stevedore are pictured. The essays and comments accompanying the photographs of the women at their jobs provide a beautiful photographic documentary of working women. $7.95.

Pleck, Joseph M. and Jack Sawyer (Eds.). **Men and masculinity.** Los Angeles: Spectrum Productions. 1974. This is a collection of writings about the men's liberation movement, covering many aspects of "masculine" problems from child care to politics. $2.95.

Schneir, M. (Ed.) **Feminism: The essential historical writings.** New York: Vintage Books, 1972. The unknown history of womankind: essays, fiction, memoirs, and letters by major feminist writers.

Stanton, E. **Seneca Falls Resolutions—1848.** Reprint available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Resolutions and declarations adopted at the first equal rights for women meeting in the U.S. (and the world?). 10¢.

Steinem, G. **Women's liberation aims to free men, too.** The *Washington Post*, June 7, 1970. Reprint available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Discussion of the women's liberation movement as a liberating force for men as well as women. 10¢.

Technical Education Research Centers. **Women at work: report on a series of regional and national seminar/workshops on women in the world of work.** 1974. This report includes the speeches, agenda, participant lists, bibliography and evaluation of the seminar which was designed to further development of leaders in vocational-technical education. Available from TERC at 2401 Virginia Ave., N.W., Washington, D.C. 20037. $8.50.

U.S. Center for International Women's Year. **1975 is international women's year.** 1630 Crescent Place, N.W., Washington, D.C. 20009. Paper outlining IWY 75 goals: equality, development and peace at the international level and U.S. participation.

U.S. Department of Commerce, Bureau of the Census. **We the American women.** 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Statistical profile of women in American society. 45¢.

U.S. Department of HEW, Office of Education, National Center for Educational Statistics. **Selected statistical notes on American education.** February 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Comprehensive statistics on enrollment, attendance, expenditures, teacher-characteristics and more. Free.

U.S. Department of Labor, Bureau of Labor Statistics. *May Monthly Labor Review* is devoted to **"Women in the workplace"** with articles about women and the trades, labor unions, earnings, professions, working mothers and recent trends and long-run prospects. 97(5), May 1974. Available from the Government Printing Office, Washington, D.C. 20402. $1.40.

U.S. Department of State. **International women's year 1975.** *Gist*, August 1974. Bureau of Public Affairs, Washington, D.C. Paper lists background and goals of IWY 75.

Verheyden-Hilliard, M. **Testimony before Communications Subcommittee of Senate Commerce Committee in hearings on children's television programming.** Reported in *Media Report to Women*, September 1974. 3306 Ross Place, N.W., Washington, D.C. 20008. Discussion of the distorted and limited view of the role of girls and women in our society as presented in children's television programming.

Vivo, Paquita. **The Puerto Ricans, an annotated bibliography.** Ann Arbor: R. R. Bowker, 1973. This book is a guide to nearly 2600 publications, films and other material which contributes to an understanding of the Puerto Rican experience. Available from Universidad Boricua, 1766 Church St., N.W., Washington, D.C. 20036. $14.95.

Women's Task Force, American College Personnel Association of the American Personnel and Guidance Association. Their paper gives background and functions of the Task Force—a major focus will be on legal rights. Write to Nancy L. Balick, 1801 E. 12th Street, Cleveland, Ohio 44114 for information.

The following items are available from the **Women's Bureau,** U.S. Department of Labor, Washington, D.C. 20210 (unless otherwise indicated). With one exception, these items are free.

Facts on women workers of minority races. May 1974. Paper gives statistics on women by age, race, sex, marital status, number of children, education, occupation groups, salary and wages.

Functions and services of the Women's Bureau. Services provided: clearinghouse of ideas and information, reference source, advisory and technical assistance, dissemination of information; active leadership.

Hovey, M. **A doughty lady turns 50.** Reprint from *Manpower*, March 1970, 2. History of the Women's Bureau from its creation in 1920 to the 70s.

Steps to advance equal employment opportunity for women. 14 ways to help ensure equality.

Twenty facts on women workers. June 1974. Did you know "nine out of ten girls will work at some time in their lives?" 19 more facts.

Women workers in (by state), 1970. Comprehensive analysis of women in the labor force by age, education, marital status, occupation, income, race and sex.

A working woman's guide to her job rights. 1974. Publication is a guide to knowing your rights: before, during and after working. Single copy free from the Women's Bureau. Multiple copies 60¢ (25% disc. on 100) from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Fully employed women continue to earn less than fully employed men of either white or minority races. 1974. Bar graphs illustrate differences in women's and men's earnings.

Most women work because of economic need. 1974. Bar graph representation of women in the labor force by marital status.

Women are underrepresented as managers and skilled craft workers. 1974. Bar graph illustration of percentages of women in various occupations as managers.

SPORTS

American Civil Liberties Union, Women's Rights Project. **Sex discrimination in athletics and physical education.** 1975. This is a comprehensive packet of materials containing legal and organizing advice on fighting illegal sex discrimination. Also included is an excellent bibliography. Available from the Women's Rights Project, ACLU, 22 East 40th St., New York, N.Y. 10016. $1.50.

Harris, Dorothy, V. (Ed.). **DGWS research reports: women in sports.** District of Columbia: American Association for Health, Physical Education and Recreation. 1973. Women in sports in relation to physiology, psychology, teaching and coaching is discussed in this issue by the Division for Girls and Women's Sports. Write to AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. $3.

Hoepner, Barbara J. (Ed.). **Women's athletics: coping with controversy.** District of Columbia: American Association for Health, Physical Education and Recreation. 1974. This report provides an overview of women in sports today. Among the topics discussed are: intercollegiate athletics, the Olympics and sociological aspects of women in sports. Available from AAHPER, 1201 16th St., N.W., Washington, D.C. 20036. $3.25.

Revolution in women's sports. Reprint from *WomenSports*, September 1974. 1660 South Amphlett Blvd., Suite 266, San Mateo, Calif. 94402. 24-page comprehensive report on the women's athletic rebellion: the laws, monetary inequities, where the power is, the coed team debate, children's attitudes towards sports, and more. Plus: The action manual: Talking back, snappy comebacks to sexist arguments, using the law to fight back, winning athletic scholarships, getting help. This report is one of the best resources about women and sports. $1.00.

LAW

Education Commission of the States. **Digest of federal laws: equal rights for women in education. Report #61** from the Equal Rights for Women in Education Project. 1975. A detailed content analysis of the federal statutory scheme dealing with equal rights is organized to permit comparison between federal and state schemes affecting women in education. Data charts provide easy reference. Available from the Education Commission for the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, Col. 80203. Free.

Harvard University Center for Law and Education. **Inequality in education. Sex discrimination,** 18, October 1974. Six articles discuss the legal aspects of discrimination in education. Annual subscription (published quarterly) is $6. Individual copies $1.50.

National Education Association. **Combating discrimination in the schools.** 1973. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Booklet outlines major anti-discrimination laws and regulations and offers suggestions for filing complaints. Appendices give check lists for determining race and sex discrimination in the school and sources of help. $1.25.

National Education Association. **What is affirmative action?** 1973. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Booklet is in question and answer form as a way of determining discrimination in educational institutions regarding employment. $1.00.

National Organization for Women. **The Equal Rights Amendment: what does it mean to you?** 1974. NOW Public Information Office, 1266 National Press Building, Washington, D.C. 20045. This brochure briefly outlines the proposed amendment and lists the benefits of ERA for men and women under the law. Copies of this and other ERA materials are available from the NOW Public Information Office. Free.

National Organization for Women, Essex County, New Jersey Chapter v. Little League Baseball, Inc. Supplemental findings, determination and order. State of New Jersey, Department of Law and Public Safety, Division of Civil Rights, Docket No. AJ05SB-0494, January 1974. Material in this case provides useful data about girls and women in sports (State of N.J. ruled against Little League). For a copy of the **Findings,** write to N.J. Division of Civil Rights, 1100 Raymond Blvd., Newark, N.J. 07102. There is a charge for xeroxing.

Pearson, Jessica. **A handbook of state laws and policies affecting equal rights for women in education.** Report #62 from the Equal Rights for Women in Education Project. 1975. The **Handbook** presents a state-by-state compilation of the legislation prohibiting sex discrimination including data charts which give a quick sketch of the findings, i.e., state anti-discrimination agencies, disposition of sex discrimination complaints—1974, state labor laws affecting women employed in education, etc. Available from the Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Col. 80203. $2.

Project on the Status and Education of Women, Association of American Colleges. **Sex discrimination provisions concerning students and employees as contained in the Higher Education Act of 1972.** 1818 R Street, N.W., Washington, D.C. 20009. Comprehensive five-page outline of Title IX provisions. Free.

Rawalt, M. **Support of the Equal Rights Amendment to the Constitution—Testimony before the Subcommittee on Constitutional Amendments.** June 1970. Reprinted by KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221. Attorney Rawalt's analysis of the laws compels the conclusion that American women are without equal protection and due process. 20¢.

Title IX: prohibition of sex discrimination. Public Law 92-318, Ninety-second Congress, 1972. Write to your Congressperson for copy of this landmark law prohibiting sex discrimination in education. Free.

U.S. Department of HEW, Office of the Secretary, Office for Civil Rights. **Higher education guidelines: Executive order 11246.** 1972. Washington, D.C. 20201. Requirements of the order for nondiscrimination in situations of higher education (with detailed appendices of other civil rights laws) are outlined in these guidelines. Free.

U.S. Department of HEW, Office for Civil Rights. **Sex discrimination.** 1973. Washington, D.C. 20201. Pamphlet outlines prohibitions against sex discrimination under existing federal laws and regulations. List of the ten regional Offices for Civil Rights is included. Free.

U.S. Department of HEW/Office for Civil Rights. **Final Title IX Regulation implementing Education Amendments of 1972 prohibiting sex discrimination in education.** July 1975. Included with the Regulation is a statement by Secretary Weinberger which discusses major issues of the law, an HEW Fact Sheet outlining "Title IX—Civil Rights," and "Title IX Questions and Answers." Washington, D.C. 20201. Free.

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. **Brief highlights of major federal laws and orders on sex discrimination.** 1973. Washington, D.C. 20210. Free.

U.S. Department of Labor, Employment Standards Administration, Women's Bureau. **Laws on sex discrimination in employment: Federal Civil Rights Act, Title VII; State Fair Employment Practices Laws; Executive Orders.** May 1973. Washington, D.C. 20210. Free.

Weitzman, Lenore J. **Legal regulations of marriage: tradition and change.** Reprinted from California Law Review, 62(4), July-September 1974. Paper outlines both the traditional marriage contracts and alternative individual contracts.

Project on the Status and Education of Women, Association of American Colleges. **Federal laws and regulations concerning race and sex discrimination in educational institutions.** 1973. Prepared by Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036. Handsome two-color poster (22½" x 35") presents in chart-form everything you need to know to file a complaint. Free.

U.S. Department of HEW, Office for Civil Rights. **Students: Equal opportunity in higher education is your right regardless of race, color, national origin or sex.** 1973. Information Office, 330 Independence Avenue, S.W., Washington, D.C. 20201. Shiny three-color 12" x 15" poster reminds us that equality in counseling, facilities, housing, etc. IS the law. Free.

REPORTS ON SEXISM IN SCHOOLS: RECOMMENDATIONS FOR CHANGE

Ann Arbor National Organization for Women, Committee to Eliminate Sex Discrimination in Public Schools and the Discrimination in Education Committee. **An action proposal to eliminate sex discrimination in Ann Arbor Public Schools.** 1972. c/o Marcia Federbush, 2000 Anderson Ct., Ann Arbor, Mich. 48104. $1.00.

Berkeley Unified School District, Women's Task Force. **In-progress report to the Board of Education.** 1972. Women's Task Force, 1401 Walnut Street, Berkeley, Calif. 94709. Write for copy.

Boulder National Organization for Women Education Task Force. **Sex role stereotyping in the Boulder schools.** 1972. Available from Sharon L. Menard, 2348 N. 107th St., Lafayette, Colorado 80026. $2.75.

Bureau of Equal Educational Opportunity, Massachusetts Department of Education. **Recommendations pertaining to access to equal educational opportunity.** 182 Tremont Street, Boston, Mass. 02111.

Citizens' Advisory Council on the Status of Women. **Need for studies of sex discrimination in public schools.** 1971. Department of Labor Building, Room 1336, Washington, D.C. 20210.

Cohen, M. **Stop sex role stereotypes in elementary education. A handbook for parents and teachers.** Connecticut Public Interest Research Group (Conn. PIRG), P.O. Box 1571, Hartford, Ct. 01601. This resource includes an appendix on Title IX as it pertains to elementary education and a 19-page Positive Image Booklist for girls and boys. Write for copy.

Commission on Civil Rights of Puerto Rico. **La igualdad de derechos y oportunidades de la mujer Puertorriquena.** San Juan: 1972. Com-

prehensive survey of the position of women in Puerto Rican society, covering education, employment and more.

Dayton Public Schools, Women's Rights Committee. **The time is now and choices.** 1973. Available from Joyce Kaser, Communications Coordinator, Dayton Public Schools, 348 West First St., Dayton, O. 45402.

Emma Willard Task Force on Education. **Sexism in education.** (2nd ed. rev.) Box 14229, University Station, Minneapolis, Minn. 55408. $3.50.

Federbush, M. **Let them aspire: A plea and proposal for equality of opportunity for males and females in the Ann Arbor Public Schools.** 1971. KNOW, Inc., Box 86031, Pittsburgh, Penna. 15221. $2.50.

Hawaii Task Force on Sex Bias in Education. **Report on sex bias in the public schools of Hawaii,** 1975. Write to the Hawaii Task Force on Sex Bias in Education, c/o Ms. Norma Titcomb, Chairperson, 2027 Malakau, Honolulu, Ha. 98622. $10.

Kalamazoo Public Schools, Committee to Study Sex Discrimination. **Five reports on sexism in the Kalamazoo public schools.** 1973. Kalamazoo Public Schools, 1220 Howard Street, Kalamazoo, Mich. 49001. $5.00.

Kunkel, G. **Eliminating sexism from the public schools of Washington State.** Ad-hoc Committee for Women and Girls in Education K-12, 3409 S.W. Trenton Street, Seattle, Wash. 98126. Guide includes discussions of women in education, women's place in society; outline of laws and regulations pertaining to sex discrimination; career education; sexism in curriculum and counseling; plus recommendations for change. $1.00.

New York City National Organization for Women. **Report on sex bias in the public schools.** 1972 (Rev. ed.) Available from NOW, 47 East 19th St., N.Y., N.Y. 10003. $2.75.

Pennsylvanians for Women's Rights. **Self-study guide to sexism in schools.** 1973. Available from Jeanne Boydston, Deputy Secretary's Office, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126. A model organizing tool for community and statewide groups.

Peoria Chapter Education Task Force, National Organization for Women. **Free to dream: A study of sex-role stereotyping in elementary career awareness books.** 1974. 904 E. Nebraska, Peoria, Illinois 61603. *Free to dream* is a careful analysis of the career awareness books currently used in schools. Books from 15 series and 18 non-series books are reviewed. $1.50.

Rothchild, N. **Sexism in schools: A handbook for action.** Available from author, 14 Hickory Street, Mahtomedi, Minn. 55155. A practical guide to start challenging school sexism. $2.00

Sex Bias Task Force, Minnesota Department of Education. **Report to the Minnesota State Board of Education.** Capitol Square, 550 Cedar Street, St. Paul, Minn. 55101.

U.S. Congress, House Committee on Education and Labor Hearings, **2. Section 805 of H.R. 16098, June 1970.** Two-volume resource contains papers and statements on the status of women and education by such persons as Lucy Komisar, Wilma Scott Heide, Pauli Murray, Matina Horner and Alice Rossi. Available from your Congressperson. Free.

Weitzman, L., et al. **Sex role socialization in picture books for pre-school children.** 1971. KNOW, Inc., Box 86031, Pittsburgh, Penna. 15221. Analyzes Caledecott Medal winners since 1938—these books are in all the school systems. 70¢.

Women on Words and Images. **Dick and Jane as victims: Sex stereotypes in children's school readers.** 1972. Princeton, New Jersey, P.O. Box 2163, 08540. These textbooks are also used in all the school systems throughout the country. $1.75.

SOURCES OF INFORMATION AND HELP . . . Some Useful Addresses

Advocates for Women. 654 Market Street, San Francisco, Calif. 94104. An economic development center working on employment and credit discrimination and aiding women starting their own businesses.

American Civil Liberties Union Women's Rights Project. 22 East 40th Street, New York, N.Y. 10016. The project handles constitutional litigation, lobbies for national legislation and disseminates information. *Rights of women,* an employment guide to the legal rights of women. 95¢.

American Federation of Teachers, Women's Rights Committee. 1012 14th St., Washington, D.C. 20005. Write for their list of pamphlets and education materials.

Asian American Studies Center Publications. P.O. Box 24A43, Los Angeles, Calif. 90024. Spring 1974 issue of *Amerasia Journal* devoted to women.

Asian Women's Center. 722 S. Oxford Avenue, Los Angeles, Calif. 90005. An organization devoted to the needs of Asian women.

Black Women Organized for Action. P.O. Box 5072, San Francisco, Calif. 94115. Maintains talent bank of black women; publishes newsletter with job listings.

Black Women's Employment Project, NAACP Legal Defense and Education Fund, Inc. 10 Columbus Circle, New York, N.Y. 10019. A research and education program planning a nationwide study of discrimination against black women in employment.

Black Women's Institute, National Council of Negro Women. 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. Sponsors education and research programs; operates Resource Service Center to help women with employment, day care, health, education, legal assistance and welfare rights.

Center for the American Woman in Politics. Eagleton Institute of Politics, Rutgers University, New Brunswick, New Jersey 08903. A nonpartisan research and information center: model educational programs, research, conferences and dissemination of information.

Center for Women Policy Studies. 2000 P Street, N.W., Suite 508, Washington, D.C. 20036. Project reports available to the public.

Chicana Service Action Center. 5340 F. Olympic Blvd., Los Angeles, Calif. 90022. Handles job placements and training, supportive services, counseling. Publishes *SAC Newsletter.*

Citizens' Advisory Councils on the Status of Women, Interstate Commission. 1249 National Press Building, Washington, D.C. 20004. Write for address of Council in your area.

National Black Feminist Organization. 285 Madison Avenue, Room 1720, New York, N.Y. 10017. Write for information.

National Chicana Institute. P.O. Box 50155, Dallas, Texas 75250. An umbrella group coordinating the activities of several Chicana groups.

National Organization for Women. National office, Suite 1001, 425 13th St., N.W., Washington, D.C. 20004. Write for address of local chapter.

NOW Legal Defense and Education Fund, 9 West 57th Street, New York, N.Y. 10019. The litigation, research and education arm of National Organization for Women.

Office for Civil Rights, U.S. Department of HEW. Washington, D.C. 20201. Write for the address of the office in your region.

Project on Equal Education Rights, NOW Legal Defense and Education Fund. 1029 Vermont Avenue, N.W., Washington, D.C. 20005. Project monitors and disseminates information on the enforcement of the Title IX sex discrimination ban in elementary and secondary schools.

Project on Sex Equality in Guidance Opportunities, American Personnel and Guidance Association. 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Project holds workshops and disseminates information on sex equality in education. Copies of *Resources for Counselors, Teachers & Administrators* and *Handbook for Workshops on Sex Equality in Education* available from the Project.

Project on the Status and Education of Women, Association of American Colleges. 1818 R Street, N.W., Washington, D.C. 20009. Project compiles materials on the status and education of women in higher education.

Rape Crisis Center. P.O. Box 21005, Washington, D.C. 20009. Center handles counseling, medical and legal referrals for rape victims. Center is national clearinghouse for information on rape.

Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education. 1201 16th Street, N.W., Washington, D.C. 20036. The center is funded to assist school systems and state departments of education in combatting sexism.

U.S. Center for International Women's Year, 1975. 1630 Crescent Place, N.W., Washington, D.C. 20009. Write for information.

U.S. Commission on Civil Rights. *Civil Rights Digest* published quarterly; Spring issue 1974 devoted to women. 1121 Vermont Avenue, N.W., Room 410, Washington D.C. 20425. Free.

Women's Action Alliance. 370 Lexington Avenue, New York, N.Y. 10017. Alliance provides organizing assistance and information packets on the women's movement; is developing a nonsexist early childhood education program. Available for 25¢.

Women's Bureau, U.S. Department of Labor. Washington, D.C. 20210. Write for their publications list. Over 75 listings of excellent resource material. Useful in the classroom. Price list included although much of the material is free.

Women's Centers: Where are they? A directory prepared by the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009. Write for copy.

WEAL Education and Legal Defense Fund, Inc. 821 National Press Bldg., Washington, D.C. 20004. Publishes information on sex discrimination.

Women's History Research Center, Inc., Library. 2325 Oak Street, Berkeley, Calif. 94708. The Center distributes microfilmed and printed material on the women's movement. Write to the Center for a listing.

Women's Media Alliance. 155 E. 77th Street, New York, N.Y. 10021. Material on sex discrimination in television and films to be used to set up a resource center.

PUBLISHERS, BOOKSTORES AND OTHER SOURCES

Where to find the material:

Akwesasne Notes. Mohawk Nation, Rooseveltown, N.Y. 13683. This newspaper is the official publication of the Mohawk Nation at Akwesasne. Subscription is by contribution.

American Association of University Women. **Professional Women's Groups.** Write to the Association for latest listings of women's caucuses, committees and professional associations. AAUW, 2401 Virginia Ave., N.W., Washington, D.C. 20037.

Change for Children. 2588 Mission Street, Rm. 226, San Francisco, Calif. 94110. Non-sexist, non-racist curriculum materials for pre-school and elementary school children. Write for brochure.

Council on Interracial Books for Children. Racism and Sexism Resource Center for Educators, 1841 Broadway, New York, New York 10023. Write to the **Council** for catalogs and listings.

E.E.O. Reporter. Box 391, Madison, New Jersey 07940. Bi-monthly issues concerning equal educational opportunity, provide accurate and authoritative information on employee rights, litigation and court cases. Yearly subscription is $72.

Everywoman's Center. University of Massachusetts, Amherst, Mass. 01002. ***A feminist looks at educational software materials,*** by Lois Hart. $1.25.

Feminist Book Mart. 162-11 Ninth Ave., Whitestone, N.Y. 11357. Free catalog of women's books and non-sexist children's books.

Feminist Press. Clearinghouse on Women's Studies, College at Old Westbury, Box 334, Old Westbury, N.Y. 11568. Clearinghouse for information on non-sexist educational curriculum materials for elementary and high school levels. Publishes more than a dozen paperback feminist biographies, non-sexist children's books and reprints of various works by women. Write for catalog.

Feminist Resources for Equal Education. Box 185, Saxonville Station, Framingham, Mass. 10701. Sets of photos of women in non-traditional roles: (1) community helpers, (2) professional women. $2.00 a set.

First Things First. 23 Seventh St., S.E., Washington, D.C. 20003. A fe-mail order house carrying books for and about women and non-sexist books for children. Write for catalog.

Joyful World Press. 468 Belvedere St., San Francisco, Calif. 94117. Non-sexist children's books. Write for information.

KNOW, Inc. P.O. Box 86031, Pittsburgh, Pa. 15221. Non-profit feminist publisher of reprints, course designs and other books. Send for free catalog.

Lollipop Power. Box 1171, Chapel Hill, N.C. 27514. Non-sexist children's books. Write for information.

Media Report to Women. 3306 Ross Place, N.W., Washington, D.C. 20008. Monthly report on "what women are doing and thinking about the communications media"—facts, actions, ideas and philosophy. Year's subscription $10 for women, $15 for others.

Ms. Magazine. Subscription Department, 370 Lexington Ave., New York, N.Y. 10017. This monthly is a useful periodical for teachers and students of women's studies; includes articles about forgotten women in history, non-sexist children's stories. $9.00 a year (single copy $1.00).

National Education Association. Customer Service Section 148, 1201 Sixteenth St., N.W., Washington, D.C. 20036. Write for brochure of non-sexist print and audiovisual materials.

Scarecrow Press, Inc. 52 Liberty Street, Metuchen, New Jersey 08840. Write for catalog of non-sexist children's books.

Signs: a journal of women in culture and society. A new quarterly which will be chiefly devoted to articles in the range of academic fields should provide a forum for what is newest in current theory and research. Write to **Signs,** the University of Chicago Press, 11030 Langley Ave., Chicago, Ill. 60628. Yearly subscription: $16 for institutions and $12 for individuals.

The Spokeswoman. 5464 South Shore Drive, Chicago, Illinois 60615. This independent monthly newsletter for women includes analysis of the critical issues with coverage of the news. Help Wanted and Classified Ad sections are part of each issue. Year's subscription is $9 for individuals, $16 for institutions.

Times Change Press. Penwell Rd., Washington, New Jersey 07882.

Union WAGE. This is a bi-monthly newspaper focusing on women in the trade union movement. P.O. Box 462, Berkeley, Ca. 94701. A year's subscription is $3.

Women's Bureau, U.S. Department of Labor. Washington, D.C. 20210. Write for *Publications of the Bureau.* 1974. Free.

The Women's Liberation Center of Nassau County. 14 W. Columbia St., Hempstead, L.I., N.Y. 11550. *Syllabus on Women's Role in Society* by the Nassau County Women's Center. For use as a unit within the regular high school social studies and English curriculum. Write for information.

Women's Rights Committee of the American Federation of Teachers. 1012 14th Street, N.W., Washington, D.C. 20005. Write for listings of pamphlets and curriculum materials.

WomenSports Magazine. Subscription Department, 1660 South Amphlett Blvd., San Mateo, Calif. 94402. A useful resource for all teachers and all students. The September 1974 issue's tearout section, *The revolution in women's sports,* is a comprehensive report of the issues today: Title IX, the coed team debate, monetary inequities, where to get help, how to use the law, and more. $8.95 a year ($1.00 single copy).

Women Today. National Press Building, Washington, D.C. 20004. ***Women Today*** is a bi-weekly newsletter that keeps track of women in the news, as well as issues and current events of importance to women. Subscription rate is $18 per year.

Women's Work. In six issues a year, **Women's Work** provides information about employment for women: job ideas, employment trends, listings, resources and more. Write to Washington Opportunities for Women, 1111 20th St., N.W., Washington, D.C. 20036. Subscription rate is $5.

YWCA of Los Angeles. Jeanne Scott, 1215 Lodi Pl., Los Angeles, Calif. 90038. Write for their brochure on the Vocational Readiness Package.

FILMS: A Few Catalogs

GSA Federal Women's Program, ***Films on the women's movement.*** June, 1973. Washington, D.C. 20405. Compilation is a 35-page listing of films dealing with some aspect of women's lives or the women's movement. Write for a copy.

Project on the Status and Education of Women, Association of American Colleges, ***Women and film: A resource handbook,*** 1818 R Street, N.W., Washington, D.C. 20009. This handbook arranges listings in useful categories: feature length films, short films, slide programs, International Festival of Women's films, plus helpful advice for planning a festival. Write for a copy.

New Day Films. P.O. Box 315, Franklin Lakes, New Jersey 07414. New Day Films is a distribution cooperative for films about women. Write for free catalog.

University of California, Extension Media Center. ***Sex role stereotyping in schools series.*** 2223 Fulton Street, Berkeley, Cal. 94720. Write for information.

Women and Film. Program notes from women and film. 9a Charles Street West, Toronto, Ontario M4Y1R4, Canada. Program reviews the 1973 Toronto Film Festival and includes descriptions and whereabouts of many films by women.

Women's Film Cooperative. ***Women's film coop catalog.*** Valley Women's Center, 200 Main Street, Northampton, Mass. 01060. This excellent 35-page resource "is a critical selection of films made by women or men, which have a direct bearing on the women's liberation movement." $2.00.

EDUCATIONAL FINANCIAL AID

Scholarships and Education Financial Aid Sources for Women

Altrusa International Foundation, 332 South Michigan Avenue, Chicago, Ill. 60604. Provides awards to women for training or retraining to qualify for employment. Emphasis is on vocational education (nursing, x-ray technology, and bookkeeping). Contact, Chairperson, Founders Fund Vocation AIE Committee.

American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037. Awards dissertation fellowships to women who have completed course work in a doctoral program. Contact, Director, AAUW Fellowships Program.

Athletic Scholarships for Women. Listing in *WomenSports*, October, 1975 of 126 colleges and universities in 41 states offering athletic scholarships of varying amounts for women. *WomenSports*, 1660 South Amphlett Blvd., Suite 266, San Mateo, California 94402. Subscription $8.95 a year ($1 single copy).

Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. Awards career advancement scholarships to adult women who need further training or education to begin a career or to improve professional opportunities. Contact the Foundation.

Carnegie-Mellon Mid-Career Women's Fellowship Program, Bruce Hall, Room 202, University of Pittsburgh, Pittsburgh, Pa. 15213. A grant of over $200,000 has been given to the Graduate School of Public Affairs at the University of Pittsburgh earmarked for women between 30 and 50 who want to pursue graduate studies at the master or doctoral level in urban affairs or public administration. Contact, Admissions Officer, Graduate School of Public and International Affairs.

Clairol Loving Care Scholarship Program. The $50,000 fund is for women 30 and older who are continuing post-secondary educations to achieve career goals. Write for application form from the Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036.

The Danforth Foundation, 222 South Central Ave., St. Louis, Mo. 63105. Offers a national graduate fellowship program to women with undergraduate degrees who want to pursue full- or part-time graduate study leading to a career in secondary or college teaching or administration. Contact, Director, Graduate Fellowships for Women.

The Diuguid Fellowship Program, 795 Peachtree Street, N.E., Suite 484, Atlanta, Ga. 30308. Provides funds to "mature women" (anyone over 21 may apply) for one year of retraining or study in a program of formal study, internship or independent effort. Applicants must live and attend school in the south. Contact, Executive Director, Council of Southern Universities, Inc.

Educational Financial Aid Sources for Women: Prepared as a Service of the Clairol Loving Care Scholarship Program. This source may be obtained from Clairol Scholarship Program, 345 Park Avenue, New York, New York 10022.

Five Federal Financial Aid Programs: Pamphlet describing five programs for women and men supported by Office of Education is available from U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202. Ask for DHEW Publication No. (OE) 75-17907.

General Federation of Women's Clubs. In the past two years approximately $2.5 million has been awarded to women through local and state chapters of Women's Clubs. Contact the President of the Women's Club in your community.

Helena Rubinstein Foundation, 261 Madison Ave., New York, N.Y. 10016. Awards grants to colleges and universities nationally and internationally for scholarships, the majority of whom go to women, both for entering freshmen and adult women. Contact the Foundation at the above address.

The National Association of Bank Women, State Street Bank & Trust Company, Box 351, Boston, Mass. 02101. In conjunction with Simmons College, has developed a pilot project for a Bachelor's degree program in management for women bankers who need further education for career advancement. Contact, Anne L. Bryant, Education Director. (Program to be expanded to nine other colleges.)

The Philip Morris Scholarship Fund, Philip Morris, Inc., 100 Park Avenue, New York, N.Y. 10017. $20,000 scholarship program provides funds to women over 25 who are engaged in part-time only undergraduate study at either a community or 4-year college. (For use by women attending schools in southwestern Michigan.) Contact, Ms. Carole Johnson, Manager of Urban Affairs, Philip Morris Scholarship Fund.

The Sears Roebuck Foundation. $300,000 is to be available in loan funds to "women only" of any age attending graduate schools of business. Loans will be available up to $2,000. Contact, Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. Program begins fall of 1975.

Soroptimist Awards, 1616 Walnut Street, Philadelphia, Pa. 19103. Funds available, $2000 each, for training or retraining mature women in vocational or technical study. Awards given through the local clubs in the 15 regions. Contact, Soroptimist.

Woodrow Wilson National Fellowship Foundation, 32 Nassau Street, Princeton, N.J. 08540. Awards Dissertation Fellowships in Women's Studies to graduate students on the basis of their ability to contribute original and significant research about women's role in society. Contact the Foundation.

Universities, colleges and continuing education programs for women within these schools are sources of financial assistance. Contact the educational institutions in your area.

Appendix A

Resource Persons
for
National Training Workshop

Ms. Jo Benoit
National Black Feminists
Washington, D.C.

Dr. William Bingham
Rutgers University
New Brunswick, New Jersey

Dr. Janice Birk
University of Maryland
College Park, Maryland

Dr. Margaret Bridwell
University of Maryland
College Park, Maryland

Ms. Katherine W. Cole
Career Counseling and
Placement Services
D.C. Public Schools
Washington, D.C.

Ms. Margaret Dunkle
Project on the Status and
Education of Women
Association of American
Colleges
Washington, D.C.

Dr. Patricia Freiberg
The George Washington
University
Washington, D.C.

Ms. Gwendolyn Gregory, Director
Office of Policy Communication
Office for Civil Rights
Department of Health, Education,
and Welfare
Washington, D.C.

Dr. L. Sunny Hansen
University of Minnesota
Minneapolis, Minnesota

Dr. Casey Hughes
National Organization
for Women
Washington, D.C.

Dr. Patricia Jakubowski-Spector
University of Missouri
St. Louis, Missouri

Ms. Mary Lou Randour
National Institute of Education
Washington, D.C.

Dr. Nancy Schlossberg
University of Maryland
College Park, Maryland

Dr. Melvin Sikes
University of Texas
Austin, Texas

Ms. Althea Simmons
National Association for the
Advancement of Colored People
New York, New York

Ms. Paquita Vivo
National Conference of
Puerto Rican Women
Washington, D.C.

Appendix B

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND REGULATION

PROHIBITING SEX DISCRIMINATION IN EDUCATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE SECRETARY

WASHINGTON, D.C. 20201

June 1975

MEMORANDUM FOR COLLEGE AND UNIVERSITY PRESIDENTS,
CHIEF STATE SCHOOL OFFICERS AND LOCAL
SCHOOL SUPERINTENDENTS

The Department has published an implementing Regulation for Title IX of the Education Amendments of 1972, which prohibits sex discrimination in Federally-assisted education programs. Specifically, Title IX states:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."

The enclosed Regulation describes how Title IX will be enforced and how it applies to educational institutions. The effective date of the Regulation is July 21, 1975.

Title IX and the Regulation affect virtually all public school systems and post-secondary education institutions. The final Regulation, which will be submitted to the Congress for 45 days as required by law, takes into account some 10,000 written comments on the Proposed Regulation published in June, 1974 and there have been revisions as a result.

Secretary Weinberger of the Department of Health, Education, and Welfare has urged that institutions take the requirements of Title IX as an opportunity to end sex discrimination in American education. That is the objective of the law and the Regulation.

Special attention is called to a provision in the Regulation that each institution evaluate its current policies and practices and take remedial action where necessary.

If you have any questions regarding Title IX, please feel free to write to me or to seek the assistance of our regional offices in Boston, New York City, Philadelphia, Atlanta, Chicago, Dallas, Kansas City, Denver, San Francisco, and Seattle.

Peter E. Holmes
Director
Office for Civil Rights

Public Law 92-318
92nd Congress, S. 659
June 23, 1972

An Act

TITLE IX—PROHIBITION OF SEX DISCRIMINATION

SEX DISCRIMINATION PROHIBITED

SEC. 901. (a) No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, except that:

Exceptions.

(1) in regard to admissions to educational institutions, this section shall apply only to institutions of vocational education, professional education, and graduate higher education, and to public institutions of undergraduate higher education;

(2) in regard to admissions to educational institutions, this section shall not apply (A) for one year from the date of enactment of this Act, nor for six years after such date in the case of an educational institution which has begun the process of changing from being an institution which admits only students of one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education or (B) for seven years from the date an educational institution begins the process of changing from being an institution which admits only students of only one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education, whichever is the later;

(3) this section shall not apply to an educational institution which is controlled by a religious organization if the application of this subsection would not be consistent with the religious tenets of such organization;

(4) this section shall not apply to an educational institution whose primary purpose is the training of individuals for the military services of the United States, or the merchant marine; and

(5) in regard to admissions this section shall not apply to any public institution of undergraduate higher education which is an institution that traditionally and continually from its establishment has had a policy of admitting only students of one sex.

(b) Nothing contained in subsection (a) of this section shall be interpreted to require any educational institution to grant preferential or disparate treatment to the members of one sex on account of an imbalance which may exist with respect to the total number or percentage of persons of that sex participating in or receiving the benefits of any federally supported program or activity, in comparison with the total number or percentage of persons of that sex in any community, State, section, or other area: *Provided*, That this subsection shall not be construed to prevent the consideration in any hearing or proceeding under this title of statistical evidence tending to show that such an imbalance exists with respect to the participation in, or receipt of the benefits of, any such program or activity by the members of one sex.

(c) For purposes of this title an educational institution means any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or department which are administratively separate units, such term means each such school, college, or department.

Definition.

FEDERAL ADMINISTRATIVE ENFORCEMENT

SEC. 902. Each Federal department and agency which is empowered to extend Federal financial assistance to any education program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of section 901 with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. Compliance with any requirement adopted pursuant to this section may be effected (1) by the termination of or refusal to grant or to continue assistance under such program or activity to any recipient as to whom there has been an express finding on the record, after opportunity for hearing, of a failure to comply with such requirement, but such termination or refusal shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made, and shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found, or (2) by any other means authorized by law: *Provided, however*, That no such action shall be taken until the department or agency concerned has advised the appropriate person or persons of the failure to comply with the requirement and has determined that compliance cannot be secured by voluntary means. In the case of any action terminating, or refusing to grant or continue, assistance because of failure to comply with a requirement imposed pursuant to this section, the head of the Federal department or agency shall file with the committees of the House and Senate having legislative jurisdiction over the program or activity involved a full written report of the circumstances and the grounds for such action. No such action shall become effective until thirty days have elapsed after the filing of such report.

Report to congressional committees.

JUDICIAL REVIEW

SEC. 903. Any department or agency action taken pursuant to section 1002 shall be subject to such judicial review as may otherwise be provided by law for similar action taken by such department or agency on other grounds. In the case of action, not otherwise subject to judicial review, terminating or refusing to grant or to continue financial assistance upon a finding of failure to comply with any requirement imposed pursuant to section 902, any person aggrieved (including any State or political subdivision thereof and any agency of either) may obtain judicial review of such action in accordance

86 STAT. 375

80 Stat. 392.
5 USC 701.

with chapter 7 of title 5, United States Code, and such action shall not be deemed committed to unreviewable agency discretion within the meaning of section 701 of that title.

PROHIBITION AGAINST DISCRIMINATION AGAINST THE BLIND

SEC. 904. No person in the United States shall, on the ground of blindness or severely impaired vision, be denied admission in any course of study by a recipient of Federal financial assistance for any education program or activity, but nothing herein shall be construed to require any such institution to provide any special services to such person because of his blindness or visual impairment.

EFFECT ON OTHER LAWS

SEC. 905. Nothing in this title shall add to or detract from any existing authority with respect to any program or activity under which Federal financial assistance is extended by way of a contract of insurance or guaranty.

AMENDMENTS TO OTHER LAWS

78 Stat. 246, 266.

SEC. 906. (a) Sections 401(b), 407(a)(2), 410, and 902 of the Civil Rights Act of 1964 (42 U.S.C. 2000c(b), 2000c–6(a)(2), 2000c–9, and 2000h–2) are each amended by inserting the word "sex" after the word "religion".

75 Stat. 71.
77 Stat. 56.
29 USC 206.

(b)(1) Section 13(a) of the Fair Labor Standards Act of 1938 (29 U.S.C. 213(a)) is amended by inserting after the words "the provisions of section 6" the following: "(except section 6(d) in the case of paragraph (1) of this subsection)".

80 Stat. 831.

(2) Paragraph (1) of subsection 3(r) of such Act (29 U.S.C. 203(r)(1)) is amended by deleting "an elementary or secondary school" and inserting in lieu thereof "a preschool, elementary or secondary school".

(3) Section 3(s)(4) of such Act (29 U.S.C. 203(s)(4)) is amended by deleting "an elementary or secondary school" and inserting in lieu thereof "a preschool, elementary or secondary school".

INTERPRETATION WITH RESPECT TO LIVING FACILITIES

SEC. 907. Notwithstanding anything to the contrary contained in this title, nothing contained herein shall be construed to prohibit any educational institution receiving funds under this Act, from maintaining separate living facilities for the different sexes.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office for Civil Rights
Washington, D.C. 20201

TITLE IX QUESTIONS AND ANSWERS

QUESTION:
What is Title IX?

ANSWER:
Title IX is that portion of the Education Amendments of 1972 which forbids discrimination on the basis of sex in educational programs or activities which receive Federal funds.

QUESTION:
Who is covered by Title IX?

ANSWER:
Virtually every college, university, elementary and secondary school and preschool is covered by some portion of the law. Many clubs and other organizations receive Federal funds for educational programs and activities and likewise are covered by Title IX in some manner.

QUESTION:
Who is exempt from Title IX's provisions?

ANSWER:
Congress has specifically exempted all military schools and has exempted religious schools to the extent that the provisions of Title IX would be inconsistent with the basic religious tenets of the school.

Not included with regard to admission requirements ONLY are private undergraduate colleges, nonvocational elementary and secondary schools and those public undergraduate schools which have been traditionally and continuously single-sex since their establishment.

However, even institutions whose admissions are exempt from coverage must treat all students without discrimination once they have admitted members of both sexes.

QUESTION:
Does the law cover social sororities and fraternities?

ANSWER:
Congress has exempted the membership practices of social fraternities and sororities at the postsecondary level, the Boy Scouts, Girl Scouts, Camp Fire Girls, Y.W.C.A., Y.M.C.A., and certain voluntary youth services organizations. However, if any of these organizations conduct educational programs which receive Federal funds open to nonmembers, those programs must be operated in a nondiscriminatory manner.

QUESTION:
May a vocational school limit enrollment of members of one sex because of limited availability of job opportunities for members of that sex?

ANSWER:
No. Further, a school may not assist a discriminatory employer by referral of students or any other manner.

QUESTION:
In athletics, what is equal opportunity?

ANSWER:
In determining whether equal opportunities are available, such factors as these will be considered:

-whether the sports selected reflect the interests and abilities of both sexes;

-provision of supplies and equipment;

-game and practice schedules;

-travel and per diem allowances;

-coaching and academic tutoring opportunities and the assignment and pay of the coaches and tutors;

-locker rooms, practice and competitive facilities;

-medical and training services;

-housing and dining facilities and services;

-publicity.

QUESTION:
Must an institution provide equal opportunities in each of these categories?

ANSWER:
Yes. However, equal expenditures in each category are not required.

QUESTION:
What sports does the term "athletics" encompass?

ANSWER:
The term "athletics" encompasses sports which are a part of interscholastic, intercollegiate, club or intramural programs.

QUESTION:
When are separate teams for men and women allowed?

ANSWER:
When selection is based on competitive skill or the activity involved is a contact sport, separate teams may be provided for males and females, or a single team may be provided which is open to both sexes. If separate teams are offered, a recipient institution may not discriminate on the basis of sex in providing equipment or supplies or in any other manner.

Moreover, the institution must assure that the sports offered effectively accommodate the interest and abilities of members of both sexes.

QUESTION:
If there are sufficient numbers of women interested in basketball to form a viable women's basketball team, is an institution which fields a men's basketball team required to provide such a team for women?

ANSWER:

One of the factors to be considered by the Director in determining whether equal opportunities are provided is whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. Therefore, if a school offers basketball for men and the only way in which the institution can accommodate the interests and abilities of women is by offering a separate basketball team for women, such a team must be provided.

QUESTION:
If there are insufficient women interested in participating on a women's track team, must the institution allow an interested woman to compete for a slot on the men's track team?

ANSWER:
If athletic opportunities have previously been limited for women at that school, it must allow women to compete for the men's team if the sport is a noncontact sport such as track. The school may preclude women from participating on a men's team in a contact sport. A school may preclude men or women from participating on teams for the other sex if athletic opportunities have not been limited in the past for them, regardless of whether the sport is contact or noncontact.

QUESTION:
Can a school be exempt from Title IX if its athletic conference forbids men and women on the same noncontact team?

ANSWER
No. Title IX preempts all state or local laws or other requirements which conflict with Title IX.

QUESTION:
How can a school athletics department be covered by Title IX if the department itself receives no direct Federal aid?

ANSWER:
Section 844 of the Education Amendments of 1974 specifically states that: "The Secretary shall prepare and publish...proposed regulations implementing the provisions of Title IX of the Education Amendments of 1972 relating to the prohibition of sex discrimination in Federally-assisted education programs which shall include with respect to intercollegiate athletic activities reasonable provisions considering the nature of particular sports."

In addition, athletics constitutes an integral part of the educational processes of schools and colleges and, thus, are fully subject to the requirements of Title IX, even in absence of Federal funds going directly to the athletic programs.

The courts have consistently considered athletics sponsored by an educational institution to be an integral part of the institution's education program and, therefore, have required institutions to provide equal opportunity.

QUESTION:
Does a school have to provide athletic scholarships for women?

ANSWER:
Specifically, the regulation provides: "To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics."

QUESTION:
How can schools and colleges interested in a positive approach to Title IX deal with its provisions?

ANSWER:
To encourage each school and college to look at its policies in light of the law, the final regulation now includes a self-evaluation provision. This requires that during the next year the educational institution look at its policies and modify them to comply with the law as expressed by the regulation. This includes remedying the effects of any past discrimination.

QUESTION:
Does Title IX cover textbooks?

ANSWER:
No. While the Department recognizes that sex stereotyping in curricula and educational material is a serious matter, it is of the view that any specific regulatory requirement in this area raises constitutional questions under the First Amendment. The Department believes that local education agencies must deal with this problem in the exercise of their traditional authority and control over curriculum and course content.

QUESTION:
Many universities administer substantial sums of scholarship money created by wills and trusts which are restricted to one sex. If the will or trust cannot be changed to remove the restriction, must the universities cease administration of the scholarship?

ANSWER:
Where colleges administer domestic or foreign scholarships designated by a will, trust or similar legal instrument, exclusively for one sex or the other, the scholarship recipients should initially be chosen without regard to sex. Then, when the time comes to award the money, sex may be taken into consideration in matching available money with students to be awarded the money. Scholarships, awards or prizes which are not created by a will, trust, or similar legal instrument, may not be sex-restricted.

QUESTION:
What are the Title IX requirements for counseling in schools and colleges?

ANSWER:
An institution using testing or other materials for counseling may not use different materials for males and

females, nor may it use materials which lead to different treatment of students on the basis of sex.

If there is a class or course of study which has a disproportionate number of members of one sex, the school is required to assure that the disproportion does not stem from discrimination by counselors or materials.

QUESTION:

May a college administer or assist in the administration of sex-restrictive scholarships, such as the Rhodes, which provide opportunities for students to study abroad?

ANSWER:

Yes, if (1) The scholarship was created by a will, trust, or similar legal instrument, or by an act of foreign government, and (2) The institution otherwise makes available reasonable opportunities for similar studies abroad by members of the other sex. Such opportunities may be derived from either domestic or foreign sources.

FEDERAL REGISTER, VOL. 40,

NO. 108—WEDNESDAY, JUNE 4, 1975

PART 86—NONDISCRIMINATION ON THE BASIS OF SEX UNDER FEDERALLY ASSISTED EDUCATION PROGRAMS AND ACTIVITIES

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Subpart A—Introduction

§ 86.1 Purpose and effective date.

The purpose of this part is to effectuate title IX of the Education Amendments of 1972, as amended by Pub. L. 93–568, 88 Stat. 1855 (except sections 904 and 906 of those Amendments) which is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance, whether or not such program or activity is offered or sponsored by an educational institution as defined in this part. This part is also intended to effectuate section 844 of the Education Amendments of 1974, Pub. L. 93–380, 88 Stat. 484. The effective date of this part shall be July 21, 1975.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682, as amended by Pub. L. 93–568, 88 Stat. 1855, and Sec. 844, Education Amendments of 1974, 88 Stat. 484, Pub. L. 93–380)

§ 86.2 Definitions.

As used in this part, the term—

(a) *"Title IX"* means title IX of the Education Amendments of 1972, Pub. L. 92–318, as amended by section 3 of Pub. L. 93–568, 88 Stat. 1855, except §§ 904 and 906 thereof; 20 U.S.C. §§ 1681, 1682, 1683, 1685, 1686.

(b) *"Department"* means the Department of Health, Education, and Welfare.

(c) *"Secretary"* means the Secretary of Health, Education, and Welfare.

(d) *"Director"* means the Director of the Office for Civil Rights of the Department.

(e) *"Reviewing Authority"* means that component of the Department delegated authority by the Secretary to appoint, and to review the decisions of, administrative law judges in cases arising under this Part.

(f) *"Administrative law judge"* means a person appointed by the reviewing authority to preside over a hearing held under this Part.

(g) *"Federal financial assistance"* means any of the following, when authorized or extended under a law administered by the Department:

(1) A grant or loan of Federal financial assistance, including funds made available for:

(i) The acquisition, construction, renovation, restoration, or repair of a building or facility or any portion thereof; and

(ii) Scholarships, loans, grants, wages or other funds extended to any entity for payment to or on behalf of students admitted to that entity, or extended directly to such students for payment to that entity.

(2) A grant of Federal real or personal property or any interest therein, including surplus property, and the proceeds of the sale or transfer of such property, if the Federal share of the fair market value of the property is not, upon such sale or transfer, properly accounted for to the Federal Government.

(3) Provision of the services of Federal personnel.

(4) Sale or lease of Federal property or any interest therein at nominal consideration, or at consideration reduced for the purpose of assisting the recipient or in recognition of public interest to be served thereby, or permission to use Federal property or any interest therein without consideration.

(5) Any other contract, agreement, or arrangement which has as one of its purposes the provision of assistance to any education program or activity, except a contract of insurance or guaranty.

(h) *"Recipient"* means any State or political subdivision thereof, or any instrumentality of a State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which operates an education program or activity which receives or benefits from such assistance, including any subunit, successor, assignee, or transferee thereof.

(i) *"Applicant"* means one who submits an application, request, or plan required to be approved by a Department official, or by a recipient, as a condition to becoming a recipient.

(j) *"Educational institution"* means a local educational agency (L.E.A.) as defined by section 801(f) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 881), a preschool, a private elementary or secondary school, or an applicant or recipient of the type defined by paragraph (k), (l), (m), or (n) of this section.

(k) *"Institution of graduate higher education"* means an institution which:

(1) Offers academic study beyond the bachelor of arts or bachelor of science degree, whether or not leading to a certificate of any higher degree in the liberal arts and sciences; or

(2) Awards any degree in a professional field beyond the first professional degree (regardless of whether the first professional degree in such field is awarded by an institution of undergraduate higher education or professional education); or

(3) Awards no degree and offers no further academic study, but operates ordinarily for the purpose of facilitating research by persons who have received the highest graduate degree in any field of study.

(l) *"Institution of undergraduate higher education"* means:

(1) An institution offering at least two but less than four years of college level study beyond the high school level, leading to a diploma or an associate degree, or wholly or principally creditable toward a baccalaureate degree; or

(2) An institution offering academic study leading to a baccalaureate degree; or

(3) An agency or body which certifies credentials or offers degrees, but which may or may not offer academic study.

(m) *"Institution of professional education"* means an institution (except any institution of undergraduate higher education) which offers a program of academic study that leads to a first professional degree in a field for which there is a national specialized accrediting agency recognized by the United States Commissioner of Education.

(n) *"Institution of vocational education"* means a school or institution (except an institution of professional or graduate or undergraduate higher education) which has as its primary purpose preparation of students to pursue a technical, skilled, or semiskilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers fulltime study.

(o) *"Administratively separate unit"* means a school, department or college of an educational institution (other than a local educational agency) admission to which is independent of admission to any other component of such institution.

(p) *"Admission"* means selection for part-time, full-time, special, associate, transfer, exchange, or any other enrollment, membership, or matriculation in or at an education program or activity operated by a recipient.

(q) *"Student"* means a person who has gained admission.

(r) *"Transition plan"* means a plan subject to the approval of the United States Commissioner of Education pursuant to section 901(a)(2) of the Education Amendments of 1972, under which an educational institution operates in making the transition from being an educational institution which admits only students of one sex to being one which admits students of both sexes without discrimination.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.3 Remedial and affirmative action and self-evaluation.

(a) *Remedial action.* If the Director finds that a recipient has discriminated against persons on the basis of sex in an education program or activity, such recipient shall take such remedial action as the Director deems necessary to overcome the effects of such discrimination.

(b) *Affirmative action.* In the absence of a finding of discrimination on the basis of sex in an education program or activity, a recipient may take affirmative action to overcome the effects of conditions which resulted in limited participation therein by persons of a particular sex. Nothing herein shall be interpreted to alter any affirmative action obligations which a recipient may have under Executive Order 11246.

(c) *Self-evaluation.* Each recipient education institution shall, within one year of the effective date of this part:

(i) Evaluate, in terms of the requirements of this part, its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and non-academic personnel working in connection with the recipient's education program or activity;

(ii) Modify any of these policies and practices which do not or may not meet the requirements of this part; and

(iii) Take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices.

(d) *Availability of self-evaluation and related materials.* Recipients shall maintain on file for at least three years following completion of the evaluation required under paragraph (c) of this section, and shall provide to the Director upon request, a description of any modifications made pursuant to subparagraph (c)(ii) and of any remedial steps taken pursuant to subparagraph (c)(iii).

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.4 Assurance required.

(a) *General.* Every application for Federal financial assistance for any education program or activity shall as condition of its approval contain or be accompanied by an assurance from the applicant or recipient, satisfactory to the Director, that each education program or activity operated by the applicant or recipient and to which this part applies will be operated in compliance with this part. An assurance of compliance with this part shall not be satisfactory to the Director if the applicant or recipient to whom such assurance applies fails to commit itself to take whatever remedial action is necessary in accordance with § 86.3(a) to eliminate existing discrimination on the basis of sex or to eliminate the effects of past discrimination whether occurring prior or subsequent to the submission to the Director of such assurance.

(b) *Duration of obligation.* (1) In the case of Federal financial assistance extended to provide real property or structures thereon, such assurance shall obligate the recipient or, in the case of a subsequent transfer, the transferee, for the period during which the real property or structures are used to provide an education program or activity.

(2) In the case of Federal financial assistance extended to provide personal property, such assurance shall obligate the recipient for the period during which it retains ownership or possession of the property.

(3) In all other cases such assurance shall obligate the recipient for the period during which Federal financial assistance is extended.

(c) *Form.* The Director will specify the form of the assurances required by paragraph (a) of this section and the extent to which such assurances will be required of the applicant's or recipient's subgrantees, contractors, subcontractors, transferees, or successors in interest.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.5 Transfers of property.

If a recipient sells or otherwise transfers property financed in whole or in part with Federal financial assistance to a transferee which operates any education program or activity, and the Federal share of the fair market value of the property is not upon such sale or transfer properly accounted for to the Federal Government both the transferor and the transferee shall be deemed to be recipients, subject to the provisions of Subpart B.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.6 Effect of other requirements.

(a) *Effect of other Federal provisions.* The obligations imposed by this part are independent of, and do not alter, obligations not to discriminate on the basis of sex imposed by Executive Order 11246, as amended; sections 799A and 845 of the Public Health Service Act (42 U.S.C. 295h–9 and 298b–2); Title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.); the Equal Pay Act (29 U.S.C. 206 and 206(d)); and any other Act of Congress or Federal regulation.

(Secs. 901, 902, 905, Education Amendments of 1972, 86 Stat. 373, 374, 375; 20 U.S.C. 1681, 1682, 1685)

(b) *Effect of State or local law or other requirements.* The obligation to comply with this part is not obviated or alleviated by any State or local law or other requirement which would render any applicant or student ineligible, or limit the eligibility of any applicant or student, on the basis of sex, to practice any occupation or profession.

(c) *Effect of rules or regulations of private organizations.* The obligation to comply with this part is not obviated or

alleviated by any rule or regulation of any organization, club, athletic or other league, or association which would render any applicant or student ineligible to participate or limit the eligibility or participation of any applicant or student, on the basis of sex, in any education program or activity operated by a recipient and which receives or benefits from Federal financial assistance.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.7 Effect of employment opportunities.

The obligation to comply with this Part is not obviated or alleviated because employment opportunities in any occupation or profession are or may be more limited for members of one sex than for members of the other sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.8 Designation of responsible employee and adoption of grievance procedures.

(a) *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.

(b) *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.9 Dissemination of policy.

(a) *Notification of policy.* (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that is required by title IX and this part not to discriminate in such a manner. Such notification shall contain such information, and be made in such manner, as the Director finds necessary to apprise such persons of the protections against discrimination assured them by title IX and this part, but shall state at least that the requirement not to discriminate in education programs and activities extends to employment therein, and to admission thereto unless Subpart C does not apply to the recipient, and that inquiries concerning the application of title IX and this part to such recipient may be referred to the employee designated pursuant to § 86.8, or to the Director.

(2) Each recipient shall make the initial notification required by paragraph (a) (1) of this section within 90 days of the effective date of this part or of the date this part first applies to such recipient, whichever comes later, which notification shall include publication in: (i) Local newspapers; (ii) newspapers and magazines operated by such recipient or by student, alumnae, or alumni groups for or in connection with such recipient; and (iii) memoranda or other written communications distributed to every student and employee of such recipient.

(b) *Publications.* (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.

(2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.

(c) *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

Subpart B—Coverage

§ 86.11 Application.

Except as provided in this subpart, this Part 86 applies to every recipient and to each education program or activity operated by such recipient which receives or benefits from Federal financial assistance.

§ 86.12 Educational institutions controlled by religious organizations.

(a) *Application.* This part does not apply to an educational institution which is controlled by a religious organization to the extent application of this part would not be consistent with the religious tenets of such organization.

(b) *Exemption.* An educational institution which wishes to claim the exemption set forth in paragraph (a) of this section, shall do so by submitting in writing to the Director a statement by the highest ranking official of the institution, identifying the provisions of this part which conflict with a specific tenet of the religious organization.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.13 Military and merchant marine educational institutions.

This part does not apply to an educational institution whose primary purpose is the training of individuals for a military service of the United States or for the merchant marine.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.14 Membership practices of certain organizations.

(a) *Social fraternities and sororities.* This part does not apply to the membership practices of social fraternities and sororities which are exempt from taxation under Section 501(a) of the Internal Revenue Code of 1954, the active membership of which consists primarily of students in attendance at institutions of higher education.

(b) *YMCA, YWCA, Girl Scouts, Boy Scouts and Camp Fire Girls.* This part does not apply to the membership practices of the Young Men's Christian Association, the Young Women's Christian Association, the Girl Scouts, the Boy Scouts and Camp Fire Girls.

(c) *Voluntary youth service organizations.* This part does not apply to the membership practices of voluntary youth service organizations which are exempt from taxation under Section 501(a) of the Internal Revenue Code of 1954 and the membership of which has been traditionally limited to members of one sex and principally to persons of less than nineteen years of age.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; Sec. 3(a) of P.L. 93-568, 88 Stat. 1862, amending Sec. 901)

§ 86.15 Admissions.

(a) Admissions to educational institutions prior to June 24, 1973, are not covered by this part.

(b) *Administratively separate units.* For the purposes only of this section, §§ 86.15 and 86.16, and Subpart C, each administratively separate unit shall be deemed to be an educational institution.

(c) *Application of Subpart C.* Except as provided in paragraphs (c) and (d) of this section, Subpart C applies to each recipient. A recipient to which Subpart C applies shall not discriminate on the basis of sex in admission or recruitment in violation of that subpart.

(d) *Educational institutions.* Except as provided in paragraph (e) of this section as to recipients which are educational institutions, Subpart C applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education.

(e) *Public institutions of undergraduate higher education.* Subpart C does not apply to any public institution of undergraduate higher education which traditionally and continually from its establishment has had a policy of admitting only students of one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.16 Educational institutions eligible to submit transition plans.

(a) *Application.* This section applies to each educational institution to which Subpart C applies which:

(1) Admitted only students of one sex as regular students as of June 23, 1972; or

(2) Admitted only students of one sex as regular students as of June 23, 1965, but thereafter admitted as regular students, students of the sex not admitted prior to June 23, 1965.

(b) *Provision for transition plans.* An educational institution to which this section applies shall not discriminate on the basis of sex in admission or recruitment in violation of Subpart C unless it is carrying out a transition plan approved by the United States Commissioner of Education as described in § 86.17, which plan provides for the elimination of such discrimination by the earliest practicable date but in no event later than June 23, 1979.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.17 Transition plans.

(a) *Submission of plans.* An institution to which § 86.15 applies and which is composed of more than one administratively separate unit may submit either a single transition plan applicable to all such units, or a separate transition plan applicable to each such unit.

(b) *Content of plans.* In order to be approved by the United States Commissioner of Education, a transition plan shall:

(1) State the name, address, and Federal Interagency Committee on Education (FICE) Code of the educational institution submitting such plan, the administratively separate units to which the plan is applicable, and the name, address, and telephone number of the person to whom questions concerning the plan may be addressed. The person who submits the plan shall be the chief administrator or president of the institution, or another individual legally authorized to bind the institution to all actions set forth in the plan.

(2) State whether the educational institution or administratively separate unit admits students of both sexes, as regular students and, if so, when it began to do so.

(3) Identify and describe with respect to the educational institution or administratively separate unit any obstacles to admitting students without discrimination on the basis of sex.

(4) Describe in detail the steps necessary to eliminate as soon as practicable each obstacle so identified and indicate the schedule for taking these steps and the individual directly responsible for their implementation.

(5) Include estimates of the number of students, by sex, expected to apply for, be admitted to, and enter each class during the period covered by the plan.

(c) *Nondiscrimination.* No policy or practice of a recipient to which § 86.16 applies shall result in treatment of applicants to or students of such recipient in violation of Subpart C unless such treatment is necessitated by an obstacle identified in paragraph (b)(3) of this section and a schedule for eliminating that obstacle has been provided as required by paragraph (b)(4) of this section.

(d) *Effects of past exclusion.* To overcome the effects of past exclusion of students on the basis of sex, each educational institution to which § 86.16 applies shall include in its transition plan, and shall implement, specific steps designed to encourage individuals of the previously excluded sex to apply for admission to such institution. Such steps shall include instituting recruitment programs which emphasize the institution's commitment to enrolling students of the sex previously excluded.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.18–86.20 [Reserved]

Subpart C—Discrimination on the Basis of Sex in Admission and Recruitment Prohibited

§ 86.21 Admission.

(a) *General.* No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.16 and 86.17.

(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this Subpart applies shall not:

(i) Give preference to one person over another on the basis of sex, by ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which has a disproportionately adverse effect on persons on the basis of sex unless the use of such test or criterion is shown to predict validly success in the education program or activity in question and alternative tests or criteria which do not have such a disproportionately adverse effect are shown to be unavailable.

(c) *Prohibitions relating to marital or parental status.* In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) Shall not apply any rule concerning the actual or potential parental, family, or marital status of a student or applicant which treats persons differently on the basis of sex;

(2) Shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes;

(3) Shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and

(4) Shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.22 Preference in admission.

A recipient to which this subpart applies shall not give preference to applicants for admission, on the basis of attendance at any educational institution or other school or entity which admits as students or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.23 Recruitment.

(a) *Nondiscriminatory recruitment.* A recipient to which this subpart applies shall not discriminate on the basis of sex in the recruitment and admission of students. A recipient may be required to undertake additional recruitment efforts for one sex as remedial action pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) *Recruitment at certain institutions.* A recipient to which this subpart applies shall not recruit primarily or exclusively at educational institutions, schools or entities which admit as students only or predominantly members of one sex, if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§§ 86.24–86.30 [Reserved]

Subpart D—Discrimination on the Basis of Sex in Education Programs and Activities Prohibited

§ 86.31 Education programs and activities.

(a) *General.* Except as provided elsewhere in this part, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives or benefits from Federal financial assistance. This subpart does not apply to actions of a recipient in connection with admission of its students to an education program or activity of (1) a recipient to which Subpart C does not apply, or (2) an entity, not a

recipient, to which Subpart C would not apply if the entity were a recipient.

(b) *Specific prohibitions.* Except as provided in this subpart, in providing any aid, benefit, or service to a student, a recipient shall not, on the basis of sex:

(1) Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

(2) Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

(3) Deny any person any such aid, benefit, or service;

(4) Subject any person to separate or different rules of behavior, sanctions, or other treatment;

(5) Discriminate against any person in the application of any rules of appearance;

(6) Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;

(7) Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

(8) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

(c) *Assistance administered by a recipient educational institution to study at a foreign institution.* A recipient educational institution may administer or assist in the administration of scholarships, fellowships, or other awards established by foreign or domestic wills, trusts, or similar legal instruments, or by acts of foreign governments and restricted to members of one sex, which are designed to provide opportunities to study abroad, and which are awarded to students who are already matriculating at or who are graduates of the recipient institution; *Provided*, a recipient educational institution which administers or assists in the administration of such scholarships, fellowship, or other awards which are restricted to members of one sex provides, or otherwise makes available reasonable opportunities for similar studies for members of the other sex. Such opportunities may be derived from either domestic or foreign sources.

(d) *Programs not operated by recipient.* (1) This paragraph applies to any recipient which requires participation by any applicant, student, or employee in any education program or activity not operated wholly by such recipient, or which facilitates, permits, or considers such participation as part of or equivalent to an education program or activity operated by such recipient, including participation in educational consortia and cooperative employment and student-teaching assignments.

(2) Such recipient;

(i) Shall develop and implement a procedure designed to assure itself that the operator or sponsor of such other education program or activtiy takes no action affecting any applicant, student, or employee of such recipient which this part would prohibit such recipient from taking; and

(ii) Shall not facilitate, require, permit, or consider such participation if such action occurs.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.32 Housing.

(a) *Generally.* A recipient shall not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing, except as provided in this section (including housing provided only to married students).

(b) *Housing provided by recipient.* (1) A recipient may provide separate housing on the basis of sex.

(2) Housing provided by a recipient to students of one sex, when compared to that provided to students of the other sex, shall be as a whole:

(i) Proportionate in quantity to the number of students of that sex applying for such housing; and

(ii) Comparable in quality and cost to the student.

(c) *Other housing.* (1) A recipient shall not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by such recipient.

(2) A recipient which, through solicitation, listing, approval of housing, or otherwise, assists any agency, organization, or person in making housing available to any of its students, shall take such reasonable action as may be necessary to assure itself that such housing as is provided to students of one sex, when compared to that provided to students of the other sex, is as a whole: (i) Proportionate in quantity and (ii) comparable in quality and cost to the student. A recipient may render such assistance to any agency, organization, or person which provides all or part of such housing to students only of one sex.

(Secs. 901, 902, 907, Education Amendments of 1972, 86 Stat. 373, 374, 375; 20 U.S.C. 1681, 1682, 1686)

§ 86.33 Comparable facilities.

A recipient may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374)

§ 86.34 Access to course offerings.

A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

(a) With respect to classes and activities in physical education at the elementary school level, the recipient shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(b) This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(c) This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact.

(d) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.

(e) Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

(f) Recipients may make requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.35 Access to schools operated by L.E.A.s.

A recipient which is a local educational agency shall not, on the basis of sex, exclude any person from admission to:

(a) Any institution of vocational education operated by such recipient; or

(b) Any other school or educational unit operated by such recipient, unless such recipient otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services, and facilities comparable to each course, service, and facility offered in or through such schools.

(Sections 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.36 Counseling and use of appraisal and counseling materials.

(a) *Counseling.* A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) *Use of appraisal and counseling materials.* A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the

use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) *Disproportion in classes.* Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

§ 86.37 Financial assistance.

(a) *General.* Except as provided in paragraphs (b), (c) and (d) of this section, in providing financial assistance to any of its students, a recipient shall not: (1) On the basis of sex, provide different amount or types of such assistance, limit eligibility for such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate; (2) through solicitation, listing, approval, provision of facilities or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) *Financial aid established by certain legal instruments.* (1) a recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of a particular sex specified therein; *Provided,* that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex.

(2) To ensure nondiscriminatory awards of assistance as required in subparagraph (b)(1) of this paragraph, recipients shall develop and use procedures under which:

(i) Students are selected for award of financial assistance on the basis of nondiscriminatory criteria and not on the basis of availability of funds restricted to members of a particular sex;

(ii) An appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (b)(2)(i) of this paragraph; and

(iii) No student is denied the award for which he or she was selected under subparagraph (b)(2)(i) of this paragraph because of the absence of a scholarship, fellowship, or other form of financial assistance designated for a member of that student's sex.

(c) *Athletic scholarships.* (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; and Sec. 844, Education Amendments of 1974, Pub. L. 93-380, 88 Stat. 484)

§ 86.38 Employment assistance to students.

(a) *Assistance by recipient in making available outside employment.* A recipient which assists any agency, organization or person in making employment available to any of its students:

(1) Shall assure itself that such employment is made available without discrimination on the basis of sex; and

(2) Shall not render such services to any agency, organization, or person which discriminates on the basis of sex in its employment practices.

(b) *Employment of students by recipients.* A recipient which employs any of its students shall not do so in a manner which violates Subpart E.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.39 Health and insurance benefits and services.

In providing a medical, hospital, accident, or life insurance benefit, service, policy, or plan to any of its students, a recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate Subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. However, any recipient which provides full coverage health service shall provide gynecological care.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.40 Marital or parental status.

(a) *Status generally.* A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

(b) *Pregnancy and related conditions.* (1) A recipient shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

(2) A recipient may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

(3) A recipient which operates a portion of its education program or activity separately for pregnant students, admittance to which is completely voluntary on the part of the student as provided in paragraph (b)(1) of this section shall ensure that the instructional program in the separate program is comparable to that offered to non-pregnant students.

(4) A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy which such recipient administers, operates, offers, or participates in with respect to students admitted to the recipient's educational program or activity.

(5) In the case of a recipient which does not maintain a leave policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.41 Athletics.

(a) *General.* No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis.

(b) *Separate teams.* Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing,

wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

(c) *Equal opportunity.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services;

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) *Adjustment period.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; and Sec. 844, Education Amendments of 1976, Pub. L. 93-380, 88 Stat. 484)

§ 86.42 Textbooks and curricular material.

Nothing in this regulation shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.43–86.50 [Reserved]

Subpart E—Discrimination on the Basis of Sex in Employment in Education Programs and Activities Prohibited

§ 86.51 Employment.

(a) *General.* (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, consideration, or selection therefor, whether full-time or part-time, under any education program or activity operated by a recipient which receives or benefits from Federal financial assistance.

(2) A recipient shall make all employment decisions in any education program or activity operated by such recipient in a nondiscriminatory manner and shall not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

(3) A recipient shall not enter into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to discrimination prohibited by this Subpart, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient.

(4) A recipient shall not grant preferences to applicants for employment on the basis of attendance at any educational institution or entity which admits as students only or predominantly members of one sex, if the giving of such preferences has the effect of discriminating on the basis of sex in violation of this part.

(b) *Application.* The provisions of this subpart apply to:

(1) Recruitment, advertising, and the process of application for employment;

(2) Hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, and rehiring;

(3) Rates of pay or any other form of compensation, and changes in compensation;

(4) Job assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;

(5) The terms of any collective bargaining agreement;

(6) Granting and return from leaves of absence, leave for pregnancy, childbirth, false pregnancy, termination of pregnancy, leave for persons of either sex to care for children or dependents, or any other leave;

(7) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(8) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, selection for sabbaticals and leaves of absence to pursue training;

(9) Employer-sponsored activities, including social or recreational programs; and

(10) Any other term, condition, or privilege of employment.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.52 Employment criteria.

A recipient shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless:

(a) Use of such test or other criterion is shown to predict validly successful performance in the position in question; and

(b) Alternative tests or criteria for such purpose, which do not have such disproportionately adverse effect, are shown to be unavailable.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.53 Recruitment.

(a) *Nondiscriminatory recruitment and hiring.* A recipient shall not discriminate on the basis of sex in the recruitment and hiring of employees. Where a recipient has been found to be presently discriminating on the basis of sex in the recruitment or hiring of employees, or has been found to have in the past so discriminated, the recipient shall recruit members of the sex so discriminated against so as to overcome the effects of such past or present discrimination.

(b) *Recruitment patterns.* A recipient shall not recruit primarily or exclusively at entities which furnish as applicants only or predominantly members of one sex if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.54 Compensation.

A recipient shall not make or enforce any policy or practice which, on the basis of sex:

(a) Makes distinctions in rates of pay or other compensation;

(b) Results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.55 Job classification and structure.

A recipient shall not:

(a) Classify a job as being for males or for females;

(b) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex; or

(c) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which classify persons on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set forth in § 86.51.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.56 Fringe benefits.

(a) *"Fringe benefits" defined.* For purposes of this part, "fringe benefits" means: any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit

or service of employment not subject to the provision of § 86.54.

(b) *Prohibitions.* A recipient shall not:

(1) Discriminate on the basis of sex with regard to making fringe benefits available to employees or make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the employee's sex;

(2) Administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits for members of each sex, or for equal contributions to the plan by such recipient for members of each sex; or

(3) Administer, operate, offer, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.57 Marital or parental status.

(a) *General.* A recipient shall not apply any policy or take any employment action:

(1) Concerning the potential marital, parental, or family status of an employee or applicant for employment which treats persons differently on the basis of sex; or

(2) Which is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

(b) *Pregnancy.* A recipient shall not discriminate against or exclude from employment any employee or applicant for employment on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

(c) *Pregnancy as a temporary disability.* A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom and any temporary disability resulting therefrom as any other temporary disability for all job related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and any other benefit or service, and reinstatement, and under any fringe benefit offered to employees by virtue of employment.

(d) *Pregnancy leave.* In the case of a recipient which does not maintain a leave policy for its employees, or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.58 Effect of State or local law or other requirements.

(a) *Prohibitory requirements.* The obligation to comply with this subpart is not obviated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.

(b) *Benefits.* A recipient which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation, service, or benefit to members of the other sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.59 Advertising.

A recipient shall not in any advertising related to employment indicate preference, limitation, specification, or discrimination based on sex unless sex is a *bona-fide* occupational qualification for the particular job in question.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.60 Pre-employment inquiries.

(a) *Marital status.* A recipient shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs."

(b) *Sex.* A recipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.61 Sex as a bona-fide occupational qualification.

A recipient may take action otherwise prohibited by this subpart provided it is shown that sex is a bona-fide occupational qualification for that action, such that consideration of sex with regard to such action is essential to successful operation of the employment function concerned. A recipient shall not take action pursuant to this section which is based upon alleged comparative employment characteristics or stereotyped characterizations of one or the other sex, or upon preference based on sex of the recipient, employees, students, or other persons, but nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§§ 86.62–86.70 [Reserved]

Subpart F—Procedures [Interim]

§ 86.71 Interim procedures.

For the purposes of implementing this part during the period between its effective date and the final issuance by the Department of a consolidated procedural regulation applicable to title IX and other civil rights authorities administered by the Department, the procedural provisions applicable to title VI of the Civil Rights Act of 1964 are hereby adopted and incorporated herein by reference. These procedures may be found at 45 CFR §§ 80–6—80–11 and 45 CFR Part 81.

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Appendix C

REGIONAL OFFICES OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Questions concerning the application or interpretation of the Regulation implementing Title IX may be addressed to the Office for Civil Rights, DHEW, Washington, D.C. or to the Regional Directors of the Office for Civil Rights whose addresses are as follows:

Region I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont):
RKO General Building
Bulfinch Place
Boston, Massachuseets 02114
(617) 223-6397

Region II (New Jersey, New York, Puerto Rico, Virgin Islands):
26 Federal Plaza
New York, New York 10007
(212) 264-4633

Region III (Delaware, D.C., Maryland, Pennsylvania, Virginia, West Virginia):
Gateway Building
3535 Market Street
Philadelphia, Pennsylvania 19104
(215) 597-4148

Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee):
50 Seventh Street, N.E.
Atlanta, Georgia 30323
(404) 526-3312

Region V (Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin):
309 West Jackson Boulevard
Chicago, Illinois 60606
(312) 353-7742

Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, Texas):
1114 Commerce Street
Dallas, Texas 75202
(214) 749-3301

Region VII (Iowa, Kansas, Missouri, Nebraska):
Twelve Grand Building
12th and Grand Avenue
Kansas City, Missouri 64106
(816) 374-2474

Region VIII (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming):
Federal Building
1961 Stout Street
Denver, Colorado 80202
(303) 837-2025

Region IX (Arizona, California, Hawaii Nevada):
Phelan Building
760 Market Street
San Francisco, California 94102
(415) 556-8586

Region X (Alaska, Idaho, Oregon, Washington):
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101
(206) 442-0473

The Regional Offices of the Office of Education are at the same address as the Regional Offices for Civil Rights *EXCEPT* in

Region I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont):
John F. Kennedy Federal Building
Room 2303
Boston, Massachusetts 02203
(617) 223-7205

Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin):
300 South Wacker Drive
32nd Floor
Chicago, Illinois 60606
(312) 353-5215

Region VII (Iowa, Kansas, Missouri, Nebraska):
601 East 12th Street
Kansas City, Missouri 64106
(816) 374-2276

Region IX (Arizona, California, Hawaii, Nevada):
50 Fulton Street
San Francisco, California 94102
(214) 556-4920

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office for Civil Rights
Washington, D.C. 20201
(202) 245-6700

Appendix D

U.S. Equal Employment Opportunity Commission, Office of the General Counsel: "Guidelines on Discrimination Because of Sex"

Sec.

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1604.2 Sex as a Bona Fide Occupational Qualification.
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1604.4 Discrimination Against Married Women.
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1604.7 Pre-employment Inquiries as to Sex.
1604.8 Relationship of Title VII to the Equal Pay Act.
1604.9 Fringe Benefits.
1604.10 Employment Policies relating to Pregnancy and Childbirth.

Address: U.S. Equal Employment Opportunity Commission
Office of the General Counsel
1800 G Street, N.W.
Washington, D.C. 20506

PART 1604 -- GUIDELINES ON DISCRIMINATION BECAUSE OF SEX

By virtue of the authority vested in it by section 713(b) of Title VII of the Civil Rights Act of 1964, 42 U.S.C., section 2000e-12, 78 Stat. 265, the Equal Employment Opportunity Commission hereby revises Title 29, Chapter XIV, § 1604 of the Code of Federal Regulations.

These Guidelines on Discrimination Because of Sex supersede and enlarge upon the Guidelines on Discrimination Because of Sex, issued by the Equal Employment Opportunity Commission on December 2, 1965, and all amendments thereto. Because the material herein is interpretive in nature, the provisions of the Administrative Procedure Act (5 U.S.C 553) requiring notice of proposed rule making, opportunity for public participation, and delay in effective date are inapplicable. The Guidelines shall be applicable to charges and cases presently pending or hereafter filed with the Commission.

Section 1604.1 General Principles.

(a) References to "employer" or "employers" in Part 1604 state principles that are applicable not only to employers, but also to labor organizations and to employment agencies insofar as their action or inaction may adversely affect employment opportunities.

(b) To the extent that the views expressed in prior Commission pronouncements are inconsistent with the views expressed herein, such prior views are hereby overruled.

(c) The Commission will continue to consider particular problems relating to sex discrimination on a case-by-case basis.

Section 1604.2 Sex as a Bona Fide Occupational Qualification.

(a) The Commission believes that the bona fide occupational qualification exception as to sex should be interpreted narrowly. Labels -- "Men's jobs" and "Women's jobs" -- tend to deny employment opportunities unnecessarily to one sex or the other.

(1) The Commission will find that the following situations do not warrant the application of the bona fide occupational qualification exception:

(i) The refusal to hire a woman because of her sex based on assumptions of the comparative employment characteristics of women in general. For example, the assumption that the turnover rate among women is higher than among men.

(ii) The refusal to hire an individual based on stereotyped characterizations of the sexes. Such stereotypes include, for example, that men are less capable of assembling intricate equipment; that women are less capable of aggressive salesmanship. The principle of non-discrimination requires that individuals be considered on the basis of individual capacities and not on the basis of any characteristics generally attributed to the group.

(iii) The refusal to hire an individual because of the preferences of coworkers, the employer, clients or customers except as covered specifically in subparagraph (2) of this paragraph.

(2) Where it is necessary for the purpose of authenticity or genuineness, the Commission will consider sex to be a bona fide occupational qualification, e.g., an actor or actress.

(b) Effect of sex-oriented state employment legislation.

(1) Many States have enacted laws or promulgated administrative regulations with respect to the employment of females. Among these laws are those which prohibit or limit the employment of females, e.g., the employment of females in certain occupations, in jobs requiring the lifting or carrying of weights exceeding certain prescribed limits, during certain hours of the night, for more than a specified number of hours per day or per week, and for certain periods of time before and after childbirth. The Commission has found that such laws and regulations do not take into account the capacities, preferences, and abilities of individual females and, therefore, discriminate on the basis of sex. The Commission has concluded that such laws and regulations conflict with and are superseded by Title VII of the Civil Rights Act of 1964. Accordingly, such laws will not be considered a defense to an otherwise established unlawful employment practice or as a basis for the application of the bona fide occupational qualification exception.

(2) The Commission has concluded that state laws and regulations which discriminate on the basis of sex with regard to the employment of minors are in conflict with and are superseded by Title VII to the extent that such laws are more restrictive for one sex. Accordingly, restrictions on the employment of minors of one sex over and above those imposed on minors of the other sex will not be considered a defense to an otherwise established

unlawful employment practice or as a basis for the application of the bona fide occupational qualification exception.

(3) A number of states require that minimum wage and premium pay for overtime be provided for female employees. An employer will be deemed to have engaged in an unlawful employment practice if:

(i) It refuses to hire or otherwise adversely affects the employment opportunities of female applicants or employees in order to avoid the payment of minimum wages or overtime pay required by state law; or

(ii) It does not provide the same benefits for male employees.

(4) As to other kinds of sex-oriented state employment laws, such as those requiring special rest and meal periods or physical facilities for women, provision of these benefits to one sex only will be a violation of Title VII. An employer will be deemed to have engaged in an unlawful employment practice if:

(i) It refuses to hire or otherwise adversely affects the employment opportunities of female applicants or employees in order to avoid the provision of such benefits; or

(ii) It does not provide the same benefits for male employees. If the employer can prove that business necessity precludes providing these benefits to both men and women, then the state law is in conflict with and superseded by Title VII as to this employer. In this situation, the employer shall not provide such benefits to members of either sex.

(5) Some states require that separate restrooms be provided for employees of each sex. An employer will be deemed to have engaged in an unlawful employment practice if it refuses to hire or otherwise adversely affects the employment opportunities of applicants or employees in order to avoid the provision of such restrooms for persons of that sex.

Section 1604.3 Separate Lines of Progression and Seniority Systems.

(a) It is an unlawful employment practice to classify a job as "male" or "female" or to maintain separate lines of progression or separate seniority lists based on sex where this would adversely affect

any employee unless sex is a bona fide occupational qualification for that job. Accordingly, employment practices are unlawful which arbitrarily classify jobs so that:

(1) A female is prohibited from applying for a job labeled "male," or for a job in a "male" line of progression" and vice versa.

(2) A male scheduled for layoff is prohibited from displacing a less senior female on a "female" seniority list; and vice versa.

(b) A seniority system or line of progression which distinguishes between "light" and "heavy" jobs constitutes an unlawful employment practice if it operates as a disguised form of classification by sex, or creates unreasonable obstacles to the advancement by members of either sex into jobs which members of that sex would reasonably be expected to perform.

Section 1604.4 Discrimination Against Married Women.

(a) The Commission has determined that an employer's rule which forbids or restricts the employment of married women and which is not applicable to married men is a discrimination based on sex prohibited by Title VII of the Civil Rights Act. It does not seem to us relevant that the rule is not directed against all females, but only against married females, for so long as sex is a factor in the application of the rule, such application involves a discrimination based on sex.

(b) It may be that under certain circumstances, such a rule could be justified within the meaning of Section 703(e)(1) of Title VII. We express no opinion on this question at this time except to point out that sex as a bona fide occupational qualification must be justified in terms of the peculiar requirements of the particular job and not on the basis of a general principle such as the desirability of spreading work.

Section 1604.5 Job Opportunities Advertising.

It is a violation of Title VII for a help-wanted advertisement to indicate a preference, limitation, specification, or discrimination based on sex unless sex is a bona fide occupational qualification for the particular job involved. The placement of an advertisement in columns classified by publishers on the basis of sex, such as columns headed "Male" or "Female," will be considered an expression of a preference, limitation, specification, or discrimination based on sex.

Section 1604.6 Employment Agencies.

(a) Section 703(b) of the Civil Rights Act specifically states that it shall be unlawful for an employment agency to discriminate against any individual because of sex. The Commission has determined that private employment agencies which deal exclusively with one sex are engaged in an unlawful employment practice, except to the extent that such agencies limit their services to furnishing employees for particular jobs for which sex is a bona fide occupational qualification.

(b) An employment agency that receives a job order containing an unlawful sex specification will share responsibility with the employer placing the job order if the agency fills the order knowing that the sex specification is not based upon a bona fide occupational qualification. However, an employment agency will not be deemed to be in violation of the law, regardless of the determination as to the employer, if the agency does not have reason to believe that the employer's claim of bona fide occupations qualification is without substance and the agency makes and maintains a written record available to the Commission of each such job order. Such record shall include the name of the employer, the description of the job and the basis for the employer's claim of bona fide occupational qualification.

(c) It is the responsibility of employment agencies to keep informed of opinions and decisions of the Commission on sex discrimination.

Section 1604.7 Pre-employment Inquiries as to Sex.

A pre-employment inquiry may ask "Male _____, Female _____"; or "Mr. Mrs. Miss," provided that the inquiry is made in good faith for a non-discriminatory purpose. Any pre-employment inquiry in connection with prospective employment which expresses directly or indirectly any limitation, specification or discrimination as to sex shall be unlawful unless based upon a bona fide occupational qualification.

Section 1604.8 Relationship of Title VII to the Equal Pay Act.

(a) The employee coverage of the prohibitions against discrimination based on sex contained in Title VII is co-extensive with that of the other prohibitions contained in Title VII and is not limited by Section 703(h) to those employees covered by the Fair Labor Standards Act.

(b) By virtue of Section 703(h), a defense based on the Equal Pay Act may be raised in a proceeding under Title VII.

(c) Where such a defense is raised the Commission will give appropriate consideration to the interpretations of the Administrator, Wage and Hour Division, Department of Labor, but will not be bound thereby.

Section 1604.9 Fringe Benefits.

(a) "Fringe benefits," as used herein, includes medical, hospital, accident, life insurance and retirement benefits; profit-sharing and bonus plans; leave; and other terms, conditions, and privileges of employment.

(b) It shall be an unlawful employment practice for an employer to discriminate between men and women with regard to fringe benefits.

(c) Where an employer conditions benefits available to employees and their spouses and families on whether the employee is the "head of the household" or "principal wage earner" in the family unit, the benefits tend to be available only to male employees and their families. Due to the fact that such conditioning discriminatorily affects the rights of women employees, and that "head of household" or "principal wage earner" status bears no relationship to job performance, benefits which are so conditioned will be found a prima facie violation of the prohibitions against sex discrimination contained in the Act.

(d) It shall be an unlawful employment practice for an employer to make available benefits for the wives and families of male employees where the same benefits are not made available for the husbands and families of female employees; or to make available benefits for the wives of male employees which are not made available for female employees; or to make available benefits to the husbands of female employees which are not made available for male employees. An example of such an unlawful employment practice is a situation in which wives of male employees receive maternity benefits while female employees receive no such benefits.

(e) It shall not be a defense under Title VII to a charge of sex discrimination in benefits that the cost of such benefits is greater with respect to one sex than the other.

(f) It shall be an unlawful employment practice for an employer to have a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex, or which differentiates in benefits on the basis of sex. A statement of the General Counsel of September 13, 1968, providing for a phasing out of differentials with regard to optional retirement age for certain incumbent employees is hereby withdrawn.

Section 1604.10 Employment Policies Relating to Pregnancy and Childbirth.

(a) A written or unwritten employment policy or practice which excludes from employment applicants or employees because of pregnancy is in prima facie violation of Title VII.

(b) Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom are, for all job-related purposes, temporary disabilities and should be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment. Written and unwritten employment policies and practices involving matters such as the commencment and duration of leave, the availability of extensions, the accrual of seniority and other benefits and privileges, reinstatement, and payment under any health or temporary disability insurance or sick leave plan, formal or informal, shall be applied to disability due to pregnancy or childbirth on the same terms and conditions as they are applied to other temporary disabilities.

(c) Where the termination of an employee who is temporarily disabled is caused by an employment policy under which insufficient or no leave is available, such a termination violates the Act if it has a disparate impact on employees of one sex and is not justified by business necessity.

Appendix E

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

First edition
July, 1974

The attached guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE Career Education Staff and a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C. in March 1974. Through successive revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines, the following working definition of sex bias was used:

> Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit—or might cause others to limit—his or her considerations of a career solely on the basis of gender.[1]

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.[2] The guidelines represent a more specific definition then previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, ***Issues of Sex Bias and Sex Fairness in Career Interest Measurement,*** available from the Career Education Program, National Institute of Education, Washington, D.C., 20208 in October 1974.

The term "career interest inventory," as used in these guidelines, refers to various formal procedures for assessing educational and vocational interests. The term includes but is not limited to nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling, career

exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).

The guidelines do not represent legal requirements. They are intended as standards a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) *Standards for Educational and Psychological Tests* (1974) requires them to produce, and b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a substitute for statutes or federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972 (1972), or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decision-making. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. *The Inventory Itself*

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms—i.e., whether male, female, or combined sex norms—for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress).

E. Use of the generic "he" or "she" should be eliminated throughout the inventory.

II. Technical Information

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale.

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity—if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male-normed and female-normed, for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every five years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. Interpretive Information

A. The user's manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, in-

cluding early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at *all* career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that a) people in general are of the male gender, and b) certain social roles are automatically sex-linked.

H. The user's manual a) should state clearly that all jobs are appropriate for qualified persons of either sex; and b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The user's manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons re-entering paid employment or education and persons changing careers or entering post-retirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of nonstereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both user's manuals and respondent's materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information—skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like—in making any career decision. However, the possible biases of these variables should also be taken into consideration.

Footnotes

[1] For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

[2] An alternative interpretation of sex bias has been suggested by Dr. Dale Prediger and Dr. Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

> An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is *not* sex-restrictive if *each* career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by Dr. John L. Holland:

> An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude—that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work . . . The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

A fuller explanation of these interpretations will appear in *Issues of Sex Bias and Sex Fairness in Career Interest Measurement* (U.S. Government Printing Office, 1974, in press).

Appendix F

Final Title IX Regulation Implementing Education Amendments of 1972: Prohibiting Sex Discrimination in Education Effective Date July 21, 1975 (Department of Health, Education, and Welfare) ***Section 86.36 Counseling and use of appraisal and counseling materials.***

§86.36 Counseling and use of appraisal and counseling materials.

(a) *Counseling.* A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) *Use of appraisal and counseling materials.* A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) *Disproportion in classes.* Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

Appendix G

Selected examples of state laws forbidding sex discrimination and provisions of state boards of education regarding sex fair curricular materials.

State Laws

Some state laws take a stronger position on eliminating sex discrimination against students than do the Federal laws. Among those which do so are:

Pennsylvania: The Commonwealth Court in Harrisburg has ruled that regulations barring Pennsylvania girls from interscholastic sports such as football are unconstitutional and are prohibited by the provisions of the state's equal rights amendment (March 1974).

Massachusetts: Chapter 622 of the Acts of 1971 of the Commonwealth states: "No child may be excluded from any school nor prohibited or discouraged from participating in any course, activity, or resource available in such school on account of race, sex, color, national origin or religion."

California: Passed legislation calling for equal opportunities for males and females to participate in interschool athletic programs in public high schools and public institutions of higher education (1974).

State Board of Education Guidelines and Provisions

State departments of education have also taken strong positions through guidelines and policy statements to ensure sex fair curricular materials. Among the 20 states which have done so are:

California: Amended its Education Code to require accurate portrayal of women in school materials and elimination of sex stereotyping in its text materials (1971).

Colorado: State Board of Education directed local school boards to examine their programs and policies with special emphasis on the need to eliminate sex stereotyping in textbooks and instructional materials (1973).

Texas: State Board of Education issued a policy statement promoting accurate representation of men and women in all textbooks (1974). Textbooks are now reviewed to ensure compliance with this policy.

Appendix H

Women's Educational Equity Act

Public Law 93-380
93rd Congress, H. R. 69
August 21, 1974

An Act

88 STAT. 554

WOMEN'S EDUCATIONAL EQUITY

SEC. 408. (a) This section may be cited as the "Women's Educational Equity Act of 1974." Women's Educational Equality Act of 1974.

(b)(1) The Congress hereby finds and declares that educational programs in the United States (including its possessions), as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society. 20 USC 1866.

(2) It is the purpose of this section to provide educational equity for women in the United States.

(c) As used in this section, the term "Council" means the Advisory Council on Women's Educational Programs. "Council."

(d)(1) The Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the pur- Grants and contracts.

poses of this section at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. These activities shall include—

(A) the development, evaluation, and dissemination by the applicant of curricula, textbooks, and other educational materials related to educational equity;

(B) preservice and inservice training for educational personnel including guidance and counseling with special emphasis on programs and activities designed to provide educational equity;

(C) research, development, and educational activities designed to advance educational equity;

(D) guidance and counseling activities, including the development of nondiscriminatory tests, designed to assure educational equity;

(E) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women;

(F) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education and educational administration.

Applications.

(2) A grant may be made and a contract may be entered into under this section only upon application to the Commissioner, at such time, in such form, and containing or accompanied by such information as the Commissioner may prescribe. Each such application shall—

(A) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant;

(B) describe a program for carrying out one of the purposes set forth in subsection (a) which holds promise of making a substantial contribution toward attaining such purposes; and

(C) set forth policies and procedures which insure adequate evaluation of the activities intended to be carried out under the application.

(3) The Commissioner shall approve applicants and amendments thereto which meet the requirements of paragraph (2).

Nondiscrimination.

(4) Nothing in this section shall be construed as prohibiting men from participating in any programs or activities assisted under this section.

Additional grants.

(e) In addition to the authority of the Commissioner under subsection (d), the Commissioner shall carry out a program of small grants, not to exceed $15,000, each, in order to support innovative approaches to achieving the purpose of this section; and for that purpose the Commissioner is authorized to make grants to public and private nonprofit agencies and to individuals.

Advisory Council on Women's Educational Programs. Establishment; membership.

(f)(1) There is established in the Office of Education an Advisory Council on Women's Educational Programs. The Council shall be composed of—

(A) seventeen individuals, some of whom shall be students, who shall be appointed by the President, by and with the advice and consent of the Senate, from among individuals broadly representative of the general public who, by virtue of their knowledge or experience, are versed in the role and status of women in American society;

(B) the Chairman of the Civil Rights Commission;

(C) the Director of the Women's Bureau of the Department of Labor; and

(D) the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

The Council shall elect its own Chairman.

Term.

(2) The term of office of each member of the Council appointed under clause (A) of paragraph (1) shall be three years, except that—

(A) the members first appointed under such clause shall serve as designated by the President, six for a term of one year, five for a term of two years, and six for a term of three years; and

(B) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his predecessor was appointed shall be appointed for the remainder of such term.

Duties.

(3) The Council shall—

(A) advise the Commissioner with respect to general policy matters relating to the administration of this section;

(B) advise and make recommendations to the Assistant Secretary concerning the improvement of educational equity for women;

(C) make recommendations to the Commissioner with respect to the allocation of any funds pursuant to this section, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation; and

(D) develop criteria for the establishment of program priorities.

Sex discrimination in education, review.

(4) From the sums available for the purposes of this section, the Commissioner is authorized and directed to conduct a national, comprehensive review of sex discrimination in education, to be submitted to the Council not later than a year after the date of enactment of this section. The Council shall review the report of the Commissioner and shall make such recommendations, including recommendations for additional legislation, as it deems advisable.

Post, p. 575.

(5) The provisions of part D of the General Education Provisions Act shall apply with respect to the Council established under this subsection.

Report to President, Congress and Council.

(f) The Commissioner is directed, at the end of each fiscal year, to submit to the President and the Congress and to the Council a report setting forth the programs and activities assisted under this section, and to provide for the distribution of this report to all interested groups and individuals, including the Congress, from funds authorized under this section. After receiving the report from the Commissioner, the Council shall evaluate the programs and projects assisted under this section and include such evaluation in its annual report.

Program evaluation.

Appropriation.

(h) For the purpose of carrying out this section, the Commissioner is authorized to expend not to exceed $30,000,000 for each fiscal year prior to July 1, 1978.

Appendix I

*Experiential Activities**

These exercises are adaptable. Some of them have already been through more than one "translation." Feel free to adapt or amend them to the needs of your groups. You will find after a while that you are able to create your own activities.

Be sure to use large sheets of newsprint and heavy markers for easier reading at distances.

Try to keep groups of friends from clustering. If you have a scarcity of one sex or another try to distribute the numerical minority among as many groups as possible. The count-off method—all ones in one group, all twos in another, etc.—may be the simplest way to break the ice and redistribute the groups.

Begin immediately with opportunities for people to share their concerns and attitudes, pro and con, and to find out that, no matter how they feel, there is likely to be someone else who feels the same way.

*These activities are adapted from material used by the resource persons at the training workshop, by the state trainers in their local workshops and by the project director. For this handbook we have expanded the activities with suggestions for follow-up and interpretation.

PRO AND CON OPENER

In a non-threatening way this opener will bring the workshop into sharp focus immediately. It provides for a positive opening while simultaneously allowing you to discover the needs and level of the group.

- With large sheets of newsprint and heavy markers ask each small group to develop a list of the one thing each person is most pleased about in her or his school (keep it *in their school*) in regard to sex fairness.
- Develop a second list of the one thing each would like to change which is still sex biased (again, *in their school*).
- One person reports the group's findings to the total group. Paste the newsprint to the wall and suggest that each person can take a look at all of them during a break.
- Notice, without commenting, who assumed the role of notetaker in mixed sex groups. Note who makes the group's report to the total group.
- After all groups have reported, ask if anyone noticed: Who did the notetaking? Who did the reporting? You will find some groups offering reasons for why who did what. Did people take stereotypic roles? Why?

  Be aware of and try to respond to the second list of concerns throughout the workshop.

"WHAT DO YOU EXPECT?" OPENER

A more non-specific opener is to ask the total group to break up into small groups and list:

- What relevant ideas and experiences have they brought to the workshop?
- What do they expect from the workshop?

Then have a report back to the total group.

This exercise will give the workshop leader some idea as to the level of the group and what their concerns are. It allows participants to immediately have a feeling of having a "say." However, it can be so vague as to be non-productive. Some people will have brought "love" and expect to take home "information." Urge the groups to be specific.

If your workshop is continuing for more than one day, this is a very comfortable way to begin. If time is a factor, the "Pro and Con" exercise will bring the workshop into specific focus almost immediately, yet in a non-threatening way, by allowing people to point up their successes as well as their problems.

ADJECTIVE LIST FOR MALE AND FEMALE

Using a chalkboard or newsprint, divide the page in half and write MALE above one half and FEMALE above the other.

Ask each participant to take a moment and write down five adjectives that are *usually* used to describe men or women. After they have written them down, ask if someone would like to call out one of their adjectives for either sex. Develop two lists.

You will get some pleasant adjectives and some unpleasant. Some may even be in the vernacular. Accept all of them. A brainstorming session should allow everything to be accepted without comment.

When the central list is written down, read each word aloud and ask for group concensus on the word as positive or negative and whether both men and women would be proud to be described in this way. Draw a line through every word that is not viewed as positive to both sexes.

Who has the longest list? What does that mean in the opinion of the participants?

THE EDUCATOR

(In order for this exercise to be effective, the group divided into two sections, must *not* see each others' instruction.)

Place a chalkboard on rollers or a double easel between the two groups.

On one side of the board write:

D. A. Barrington,
Educator
Owns a townhouse

On the other side write:

Dorothy A. Barrington
Educator
Owns a townhouse

On both sides write:

Quickly jot the position, age, salary of this person.

If you don't have a rolling blackboard or an easel, prepare two sets of cards or slips of paper ahead of time (half say Dorothy, half say D.A.). Prepare one slip of paper for each participant. Pass out one set to one side of the room and the other set to the other.

Before you pass it out say: Do not say anything. Do not look at your neighbor's answers. Work quickly, your first impressions will be best. I cannot answer any questions at all. Your own best judgement will be fine.

Collect the data—"D.A." cards in one pile and "Dorothy" cards in another—average the salary and age of Dorothy A. and then of D.A. and make a quick list (or read from papers) of positions.

What is usually found is that Dorothy will be older and earn less and have less prestigious positions. D.A. will be assumed to be male and will be younger, have a higher salary and more prestigious position in spite of young age.

Discuss not only why it came out this way but why they *assumed* D.A. was a man in the first place. One of the few times it came out with Dorothy with more money (she was still older and with fewer prestigious positions) was when this exercise was done in the late afternoon. Awareness had been raised and with it Dorothy's salary!

If you get answers which skew the data, share that with the group. One person wrote that Dorothy gets $100,000 a year because she is really a "Rockefeller." One person put down that Dorothy was a "Housewife who was paid $25,000 a year for her housewifery." Discussion can ensue on what that would mean to housewives if they did have money of their own.

WHO ARE YOU?

The entire group should pair off two-by-two. They will probably be more comfortable with someone they don't know. Stand up and face each other with a little distance between. One person asks the other "Who are you?", the other person responds with one phrase or one word. The first person repeats the question, the second responds with another different phrase or word. Ask only the single question, "Who are you?". Time limit on this should be about three minutes. It may seem an eternity. Then switch roles.

Discuss how people felt. Was either role easier? Why? Why not? Did they find out anything beyond the answers?

Q.	Who are you?	A.	I am an educator.
Q.	" " "	A.	I am a parent.
Q.	" " "	A.	I am a reader.
Q.	" " "	A.	I am a dreamer.
Q.	" " "	A.	I am a person who likes other people.

Do not give the participants any hints of what to say. The above is only to help the leader clarify the procedures.

Discussion may disclose that some people start with occupational identification. Some with personal identification. Some people start with generalities and work to specifics and some people go the other way about. Anyway, it is interesting to think about "Who are you?".

COUNSELING WITH A DIFFERENCE

Ask for two volunteers to role play a counselor or a teacher and a student from a different ethnic or cultural minority.

Some of the most interesting information is shared when the minority group person plays the majority counselor and the majority group person plays the minority student.

Play the minority girl coming in at age 15 and wanting to plan for medical school . . . or shop welding. A second reversal could also prove interesting. What assumptions might a minority counselor make about a majority student?

WHO'S WHO

List ten famous men. List ten famous women.

Are the lists different in source of fame?

List ten men who have made a major contribution to society. List ten women who have made a major contribution to society.

Are the lists different in kind or in contribution? If the participants are presently unable to list ten women on either list does that mean the women don't exist? Where can they find out?

STEREOTYPES GROW UP

List assumptions boys make about girls and girls make about boys.

How can you intervene if these assumptions are stereotyped and demeaning?

List assumptions men make about women and women about men.

Is there any similarity between the child and adult lists?
Discuss.

THE EDITOR'S DESK

Prepare enough copies of the following statement to provide one for each small group—or one for each participant. Read the statement to the total group. In small groups, ask the participants to edit it for sex fairness:

> Why is vocational education necessary? It is the bridge between a man and his work. Millions of people need this education in order to earn a living. Every man wants to provide for his family with honor and dignity and to be counted as an individual. Providing for an individual's employability as he leaves school and throughout his work life is one of the major goals of vocational education. Vocational education looks at a man as a part of society and as an individual, and never before has attention to the individual as a person been so imperative.[41]

What are the implications for all curricular material?
Discuss.

Appendix J

Strategies for Change

Discuss the challenge in small groups and report the strategy for change to the total group.

MY COLLEAGUES

Your colleagues feel that there is no sex discrimination in their educational setting. They think your concern is ridiculous and they are not interested in spending any staff time or after school time to hold a workshop on sex bias.

- How can you initiate some understanding of the seriousness of the situation?
- If you are successful to some degree, what do you do next?

CAREER AWARENESS NIGHT

Career Awareness Night for parents and students is approaching at your school. You are determined that the girls and young women at your school shall be presented with some expanded options. There are no women business leaders in your community. There are no women lawyers or auto mechanics. A call to various union headquarters has produced no women craftworkers. There are no local chapters of women's organizations who might have resources which have not yet occurred to you. The phonebook reveals physicians' names which all appear to be male. Report back to total group on how each group solved the problem.

THE BUCK STOPS HERE

- List one thing that you can do in your own school setting on your own.
- List one thing you will work to accomplish. Who can help you achieve your goal? Who will need to be convinced? Who will try to block the change?
- With whom do you need to share the information from this workshop as soon as you get back home?
- Who is the most influential person you can reach who could set significant institutional changes in motion? How can you reach him or her? When?

Appendix K

SEGO PROJECT WORKSHOP COMMENT FORM

Check Appropriate Items:

Counselor ____; Teacher ____; Administrator ____ Date:_____
Elementary ____; Secondary ____; Other ____ City:_____
Female ____; Male ____ State:_____

We would appreciate your *unsigned* comments on this workshop for two reasons:

1. To learn how this workshop has been useful to you and what you plan to do next.
2. To utilize your responses to help us plan future workshops and possible follow-up.

Utilizing the materials, information and ideas presented in this workshop, do you now feel more able to help: (Check as many as appropriate)

—others understand sex bias
—eliminate sex bias in your own educational setting
—plan workshops on sex equality

What ideas and strategies do you plan to take back to your educational setting as a result of this workshop?

In terms of what was presented, are there additional topics which you would have liked us to include in this workshop?

What would you see as the most useful follow-up to these workshops?

(Please use reverse for comments if necessary)

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